DOCUMENT RESUME

ED 207 601 IR 009 720

AUTHOR	Claffey, Joan M.; And Others
TITLE	An Analysis of Inquiries Regarding Women in Development as Directed to the Non-Formal Education Information Center by Development Planners, Practitioners, and Researchers.
INSTITUTION	Michigan State Univ., East Lansing. Inst. for International Studies in Education.
SPONS AGENCY	Agency for International Development (Dept. of State), Washington, D.C.
PUB DATE	May 81
CONTRACT	AID/DSPE-C-0046
NOTE	181p.
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Developing Nations; *Educational Development; *Educational Resources; *Females; Information Centers; *Information Needs; *Information Seeking; International Programs; Nonformal Education
IDENTIFIERS	*Women in Development

ABSTRACT

Designed to identify the information and knowledge resource needs of persons working in the area of women in development (WID), this study analyzed inquiries directed to the Non-Formal Education (NFE) Information Center to determine the nature and frequency of requests and the variables that distinguish kinds of WID interests and resource needs. This report includes a statement of the problem, a description of the research design and methodology, an extensive analysis of the data including 28 graphs, a glimpse of WID-related inquiries received since the formal data collection process, and an assessment of current trends. The report summary discusses implications for the generation and exchange of knowledge concerning WID, the meaning of different development orientations for researchers and practitioners, the role of networking, the dynamics between research and application, and strategies for providing for differential and complex WID knowledge and research needs. Appendices provide further information on the NFE center publications, the coding instrument, and information about the research staff. (RAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED207601

U S DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

AN ANALYSIS OF INQUIRIES REGARDING WOMEN IN DEVELOPMENT AS DIRECTED TO THE NON-FORMAL EDUCATION INFORMATION CENTER BY DEVELOPMENT PLANNERS, PRACTITIONERS, AND RESEARCHERS

May 1981

by

Joan M. Claffey
Valerie Auserehl Kelly
Mary Joy Pigozzi
Ruth Hill Useem

In Cooperation with the Agency for International Development:
Development Support Bureau - Office of Education
Program and Policy Coordination - Office of Women in Development
Contract No. AID/DSPE-C-0046

The Non-Formal Education Information Center
Institute for International Studies in Education
Michigan State University
East Lansing, Michigan 48824

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Joan M. Claffey

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR009720

TABLE OF CONTENTS

Page

Foreword vii

I. Introduction 1

II. Statement of Problem 3

III. The Research Design 9

- A. The NFE data base and network 9
- B. Content analysis of WID-related inquiries 15
    - 1. Identification of WID correspondents 17
    - 2. Selecting and organizing the data 22
    - 3. Operationalizing the variables, coding and analysis 23
    - 4. Interpretation of results 27

IV. Analysis of Data and Report of Findings 30

- A. Characteristics of persons with WID-related interests 30
    - 1. Gender 30
    - 2. Geographic distribution 33
    - 3. National origin 36
    - 4. Type of organizational affiliation 37
        - a. Pattern of diversity 37
        - b. Classification of correspondence by type of organization 39
    - 5. Type of work 45

Page

B. Types of services requested 49
  1. Presentation of data 50
    a. Categories of requests for NFE Center publications 50
    b. Requests for other services 53
    c. Frequency distributions of different types of requests 57
  2. Relationship between types of requests and characteristics of correspondents 57
C. Fields of interest 70
  1. Manifest and latent content 70
  2. Frequencies 72
  3. Variety of interest index 74
  4. Areas of interest 77
    a. Education 77
    b. Health 81
    c. Income generation 82
    d. Agriculture 87
    e. WID and women's studies 89
D. WID networking 102
V. Summary of Recent WID-Related Inquiries 116
VI. Summary of Key Findings and Implications 122
  - Critical variables in distinguishing WID interests and resource needs
  - Meaning of different development orientations for researchers and practitioners

Page

- Implications for the generation and exchange of knowledge concerning women in development
- Making research and application more complementary
- On providing for differential and complex WID knowledge and information needs

Appendices 133

A. List of NFE Information Center exchange publications

B. Coding instrument

C. Codebook

D. Biodata of the Research Team

LIST OF GRAPHS

Page

1. Correspondents by Sex 31
2. Sex of Correspondent by Region 32
3. Distribution of Correspondents by Region 35
4. Distribution of Correspondents by Type of Organizational Affiliation 43
5. Distribution of Women's Organizations by Sponsorship . . 44
6. Distribution of Correspondents by Type of Work 47
7. Frequencies of Types of Requests Made by WID Correspondents 58
8. Percent of Major Types of Requests Coming from Correspondents in LDCs 62
9. Major Types of Requests by DCs Location of Correspondent 62
10. Major Types of Requests by LDC National Origin of Correspondent 64
11. Major Types of Requests by DC National Origin of Correspondent 64
12. Requests for WID and Non-WID Publications by Type of Work 66
13. Requests for WID-Only Publications by Type of Work . . . 66
14. Topical Requests by Type of Work 66
15. WID-Only Requests by Type of Organization 67
16. Frequencies of Correspondents' Interests in Six Development Fields 73
17. Fields of Interest Index 75
18. Distribution of Correspondents' Interest in NFE by Subcategories 78
19. Distribution of Correspondents' Interest in Other Areas of Education and Communication 78

Page

20. Distribution of Correspondents' Interests in Health by Subcategories 83

21. Distribution of Correspondents' Interests in Income Generation by Subcategories 84

22. Distribution of Correspondents' Interests in Agriculture by Subcategories 88

23. Interest in Different Fields of Development Expressed by Correspondents Located in Developed Countries 91

24. Interest in Different Fields of Development Expressed by Correspondents Located in Developing Countries 91

25. Distribution of Correspondents' Interests in Women in Development by Selected Criteria 95

26. Distribution of Correspondents' Interests in Women's Studies by Subcategory 96

27. Growth of WID Network July 1978 through December 1980 . . . 103

28. Growth of WID Network in Response to The NFE Exchange . . . 114

LIST OF TABLES

Page

1. Total WID correspondence, January - March 1981 119

2. Disaggregation of WID-related correspondence, January - March 1981, according to gender of correspondent 119

3. Request for WID publications and WID topical print resources, according to geographic origin, January - March 1981 120

4. Actual number of WID publications received, according to geographic origin 120

5. Disaggregation of correspondence related to WID publications offered to the Center according to geographic origin, January - March 1981 120

FOREWORD

This report focuses on findings and inferences stemming from a study of inquiries directed to the Non-Formal Education (NFE) Information Center concerning women in development (WID).

The Center currently receives about 90 inquiries each week on a vast array of topics related to out-of-school education and training for development. The fields of interest concern: sectors -- e.g., health, nutrition, agriculture, literacy, skills training; special audiences -- e.g., women, migrants, farmers, children; instructional methodologies -- e.g., radio study groups, folk drama, visuals; and issues -- e.g., the training of trainers, the roles of nonprofessional change agents, and women and work. More than 4500 development planners, practitioners, and researchers are presently sharing ideas and exchanging materials as participants in the NFE Center Network. Half of our inquiries are from persons in Africa, Asia, and Latin America, most of whom regard the NFE Information Center as a vital link with others having similar interests.

In September 1978 the Center devoted a special issue of its periodical The NFE Exchange to "Women in Development." The issue featured project highlights, a select annotated bibliography, and an overview of WID-related efforts in the field, as known to us through the contributions of those in the NFE Network. Since that time the Non-Formal Education Information Center has experienced an increase in inquiries specifically related to the topic of women in development, and from persons actively engaged in work with women in developing areas. This prompted us to find out more about those with WID interests and what sorts of knowledge and information resources they are seeking.

Answers were sought to a series of basic questions: What kinds of persons around the world are expressing interest in women in development? Where are they located? With what kinds of organizations or groups are they affiliated? What work do they do concerning women in development? What sorts of information resources do they request? Are their inquiries about women in development becoming more numerous?

We also sought insights to some more difficult questions: Do persons in Africa, Asia, and Latin America express WID-related interests that are different from those of persons in North America and Europe? If such a difference exists, why might this be so? Are different types of work related to kinds of development information sought and contributed? In what ways might differential WID knowledge and information needs be provided for? Should the processes of WID-related research and program application and verification become more complementary? What is the role of networking in promoting the generation and exchange of knowledge regarding women in development?

This study forms part of a larger scope of work which calls for the Non-Formal Education Information Center of Michigan State University to operate a clearinghouse of user-oriented information on non-formal education and women in development, to research and publish practical syntheses of efforts in these fields, and to provide technical assistance to establish or strengthen selected

NFE/WID information resource centers in anglophone Africa, francophone Africa, Asia, and Latin America.

We believe that the findings presented in this report will stimulate discussion on the emerging field of women in development. Specifically, we hope that it will sharpen consideration of, and response to, the resource needs of those who are planning and implementing efforts on behalf of women in developing countries. And, perhaps most importantly, we think that some of the questions explored here will suggest both immediate policy directions as well as areas for subsequent study.

This work would not have been possible without the enthusiastic support of Arvonne S. Fraser, Coordinator of AID's Office of Women in Development. Her keen interest in furthering user-oriented research on women in development has enhanced our goals to foster knowledge generation and exchange among development planners and practitioners in the worldwide NFE Network. We are especially grateful for her encouragement.

The data gathering and analysis for this study was designed and conducted by Valerie Auserehl Kelly with Emily Winter Gladhart and Ruth Scott, all of whose extensive field experience with women's groups helped to keep the intended beneficiaries of WID efforts centrally focused in our discussions. Dr. Ruth Hill Useem served throughout the study to provide critical conceptual guidance, and Mary Joy Pigozzi was instrumental in the project's conception and management. Susan Goldenstein contributed the update on recent WID inquiries while Bill Denstedt and Gwen Cook provided valuable assistance during the early stages of data gathering.

We cordially invite comments and welcome suggestions from persons interested in this work or desiring further details on the activities of the Center.

Joan M. Claffey, Director
Non-Formal Education Information Center

I. Introduction

This report has two objectives. First, it seeks to detail the findings of an analysis of inquiries directed to the Non-Formal Education Information Center regarding women in development. Data are presented and discussed to indicate frequencies of WID-related inquiries, characteristics of inquirers, origin of requests and their topical nature, interest areas of inquirers, and the kinds of WID-related contributions made to the Center.

Second, the report attempts to interpret the more significant findings which suggest that national origin (less developed country vs. developed country), location (in a less developed country vs. in a developed country), and type of work (e.g., planners, researchers, etc.), are variables distinguishing kinds of WID interests and resource needs. These findings are placed in a larger framework to better understand some of our changing perceptions regarding development. The broader framework should also enable us to consider the evolutionary status of women in development as a field of both knowledge and application.

The next section, Part II, of the report elaborates on the research problem of this study. Purposes of the research are discussed and a conceptual framework provided.

Part III of the paper details the research design and methodology. An extensive analysis of the data is next presented in Part IV and graphs throughout illustrate the findings. Part V gives a glimpse of WID-related inquiries received since the formal data gathering was completed and assesses current related trends.

A summary of key findings and implications follows in Part VI. The reader wishing to find concise highlights of the report is especially referred to this section. We consider, in particular, implications for the generation and exchange of knowledge concerning women in development, the meaning of different development orientations for researchers and practitioners, the role of networking, the dynamics between research and application, and strategies for providing for differential and complex WID knowledge and research needs.

Finally, the appendices contain further information on the NFE Center publications, the coding instrument, and brief biodata of the research staff.

II. Statement of Problem

This research evolved from a desire to better know the information and knowledge resource needs of persons working in the area of women in development (WID). To the extent that these resource needs can be identified, implications can be drawn for the generation of complex and varied knowledge concerning women and the processes of social change. In addition, practical guides can be developed and made available to practitioners in need of such resource tools.

Those who are working in the area of women in development are both building a field of study and pioneering in the planning and implementation of programs to improve the social and economic situations of women. Part of the problem in defining both the field and the practice of women in development stems from related difficulties in defining development. Just as the notion of development is in a state of flux, so too, is that regarding women in development. And the team researching this study reflected this disparity of orientation.

On the one hand, some pose the problem of development largely in terms of economic growth and increased societal capacity to perform complex and interrelated functions. From such a perspective the measurement of economic indicators is often encouraged. At the same time, the roles of highly educated women in the development process are of concern as are the roles of women in such areas as food production and income generation.

On the other hand, some suggest that the problem of development is principally one of human resources. The orientation in this case is generally toward meeting people's essential needs in such areas as health, nutrition, basic education and skills training. Equity and distributive justice, not easily measured, are emphasized concerns from this perspective and the focus of attention tends to be on the "superpoor," of whom women comprise the majority.

We thus view the definitional dilemma of different emphases regarding women in development as arising from and mirroring the conceptual dilemma regarding development. But in addition to these different definitional orientations, we must consider various ways of discussing development.

As in the evolution of any new field of study, the first stage is usually marked by a "discovery" of some notion or new unit of analysis "missed" or "hidden" in a previous interpretation of reality. This may be generally regarded as an explosive period in which attention is focused on a subject and consciousness is raised concerning it. It serves to spur further thought on the topic, to get the new field (or redefinition of an older one) started. In this explosive stage many evidences of the new notion or unit of analysis are discovered and named. There is a often a strong ideological, sometimes messianic fervor to the process of discovery and the proposing of solutions, usually simplistic, for the problem uncovered. Participation at this general level of taxonomic knowledge building tends to be rather broad.

A subsequent stage in the evolution of a field can be characterized by a shift to more sophisticated theoretical ways of looking at the phenomenon discovered. It is the period in which macro-level summaries are begun and theory building predominates. Those who participate at this level tend to be more removed from immediate applications of the phenomenon under study. The theories thus developed are often heuristic and paradigmatic.

A greater recognition of complexities of key interacting variables marks the third stage in the conceptual development of a field. The phenomenon of study takes on richer contexts and explanations are not so facile as they may have once been. Those engaged at this level of knowledge building tend to be few and seem to have had opportunities to validate and find wanting the theories evolved in stage two. The macro-level summaries emerging within this stage tend to be multifaceted and more complex. This is also the stage of building back into the disciplines.

This study of inquiries concerning women in development can be viewed as one particular macro-summary made possible by the unique vantage point of the Non-Formal Education Information Center. Since the Center serves as a worldwide hub for the gathering, assessing, and exchange of information regarding women in developing countries, we are able to draw upon and summarize a vast array of experience reported from a variety of settings.

Our desire to better understand the information and knowledge resource needs of persons working in the area of women in development must, as suggested earlier, be placed within the context of the definitional dilemma concerning WID and within the context of the evolutionary development of WID as a field. To the extent that the content analysis of WID-related correspondence to the Non-Formal Education Information Center reveals different definitional orientations to the subject of women in development, it is important to note this. And, it is perhaps even more important to recognize and assess the level of activity and analysis at which planners, practitioners, and researchers may be engaged concerning women in development. For it is only in such contexts that the information and knowledge resource needs of persons working on behalf of women and development can be, first, understood and, second, responded to through appropriate policies and programs of AID and other development organizations.

Those of us working at the Non-Formal Education Information Center have sensed, in recent years, several patterns emerging from the letters that are coming to the Center. In this study we seek to systematically identify and explore the WID-related inquiries that we have received in the past two-and-one-half years in an attempt to find out what patterns and trends do exist and to assess their implications for those engaged in the generation, use, and exchange of knowledge concerning women in development. We also relate our findings to some preliminary hypotheses about effective networking among development planners and practitioners.

One hunch which we sought to examine concerned whether correspondents from developed countries (DCs) were more likely than those from less developed countries (LDCs) to request materials which are specifically WID-related. Related to this were questions regarding the different access the two groups might have to published materials, and the effect that differential access might have on the kind and specificity of resources desired.

We also wondered whether LDC correspondents might engage in significantly different roles vis-a-vis development than do DC correspondents. And our experiences led us to further question whether being close to the implementation of WID project activities corresponded in any way with the types and range of materials requested. We asked, also, to what extent the term "women in development" is used worldwide to describe the field of research and application concerning women in interaction with changing socio-economic conditions and processes.

It was questions such as these that led us to design a content analysis to examine, better understand, and be able to provide for the varied information and knowledge resource needs of those whose work concerns women in development. In addition, we intend to explore ways in which collaborative linkages and communication may be strengthened among those engaged in WID at the level of field application and at the level of making macro-summaries of knowledge concerning WID. For we see the role of transnational networks for information exchange as having unique contributions to make in the bringing together of persons from diverse disciplines and strata in the furtherance of women in development as a field of both study and practice.

We turn now to an explanation of the research methodology.

III. The Research Design

A. The NFE Data Base and Network

In order to provide some perspective regarding the activities of the Non-Formal Education Information Center, and how we come to have persons directing WID-related inquiries to us, it may be useful to briefly describe several features of the Center.

The Non-Formal Education Information Center currently offers its resources to a worldwide network numbering more than 4500 participants who are regular recipients of the Center's periodical, The NFE Exchange. The network participants are scattered throughout the world, residing in 145 different countries and representing a variety of occupations ranging from students to local community leaders to high-level government policy makers.

In fact, some of the 4500 persons on our mailing list may be considered latent network members while others are very active. Some are isolates--not highly integrated into related professional networks--and others serve as bridges to other networks in which they participate. More people have been in communication with the NFE Center than are currently on the mailing list to receive The NFE Exchange. We assume that these balance in number with latent network persons on the mailing list and, hence, speak in this report of the Center's network of approximately 4500 persons.

The interests of those in the NFE network are very diverse. But what all appear to have in common is a concern with non-formal, or "out-of-school", education and its role in economic, social and political development. Within this general area of concern is the more limited focus of this study: the nature of the special interests expressed regarding women in development, and the kinds of roles being played by persons with WID-related interests.

The Non-Formal Education Information Center serves as an important link in this growing network of planners, practitioners, and researchers interested in non-formal education for development. It functions as a clearinghouse for resources, conducts research, publishes, and facilitates an exchange of ideas and project information. From its inception the Center has tried to promote an interactive process among members of the NFE network, one that stresses participatory knowledge generation and knowledge-exchange rather than knowledge-dissemination. The Center maintains contact with many field practitioners who are sharing their experiences which reflect years of empirical practice. Likewise, the Center receives information on the work of planners, policy makers and researchers. Communication with these individuals together with the reports and monographs contributed by them have created within the Center a unique knowledge base on non-formal education and development.

The strength of the Center's data base may stem from its role as a promoter of information exchange rather than as merely a supplier of publications on non-formal education. Knowledge that is generated in the field is contributed to the Center through correspondence and materials placed in the Center library. Though we do not require extensive information when someone initiates contact or requests services of the Non-Formal Education Information Center, correspondents are encouraged to share their experiences with us. This encouragement is embodied in a paragraph of the Center's initial letter of response to a person requesting information:

> We would like to invite you to place in our reference library any reports, surveys or studies of out-of-school education activities in which you or your colleagues may be engaged. We will in turn make these materials known and accessible to an international network of persons similarly interested.

Or, should we know more specific information about a correspondent's activities, we might pose the solicitiation along the lines of the following examples:

> We are particularly interested in your important efforts to develop meaningful training programs in the Centre for African Family Studies. In fact, we are just starting to research the topic for our next issue of The NFE Exchange which will be devoted to the training of field workers. For this reason, and because we

> receive many requests for assistance in the area of training, we would like to receive appropriate materials which you develop so we might share them with others throughout the world who inquire about such resources.
>
> * * * *
>
> We are most interested in your work involving women in literacy development programs, and we invite you to place in our NFE Library any reports, surveys, or descriptions of out-of-school education activities in which you or your colleagues may be engaged.
>
> * * * *
>
> Should you develop any materials for or from your workshop we would be pleased to place them in our NFE library and share them with other interested planners and practitioners around the world.

Through The NFE Exchange, specialized bibliographies, and other Center publications, correspondents are made aware of available resources. But the interchange does not stop there. The Center frequently responds to requests for names of others working in related areas, and for special topical information, comment on projects and publications, and "moral support" for those feeling geographically or professionally isolated.

Moreover, the Center promotes horizontal linkages within the network whenever possible. One of the ways we do this is by encouraging correspondents to write directly to others in the network rather than using the Center as a conduit. An example of this type of effort is found in the following paragraph which we included in a letter to a health worker seeking materials in Portuguese:

> The author of one of our Occasional Papers, formerly on our staff, has recently returned to Brazil. You may wish to contact her as she is involved in educational work and may be able to direct you to publishers of useful materials in Portuguese. Her address is . . .

At the present time, the Center does not have a readily accessible information base describing the characteristics of participants in the NFE Network and their needs. For many participants we know no more than what can be gleaned from a name and address. There are other participants, however, who have established closer links with us through phone calls, correspondence, personal contact during visits to the Non-Formal Education Information Center, or at various conferences. Careful records of the various contacts have been kept and these records comprise what we refer to as the "correspondents' files".

Because the contents of these files represent no systematic attempt to collect information about participants in the NFE Network, the size of the file as well as the richness of information included varies appreciably. The bulk of the files could be described as straightforward correspondence containing simple requests for Center publications with no information about the correspondent's work, reason for requesting the publication, extent of interest in non-formal education and women in development, etc. On the other hand, we have a large number of correspondents who have sent us detailed information about their work and research interests.

They have told us about their needs stemming from these interests and have requested the assistance of the Non-Formal Education Information Center in responding to these needs.

Since its beginning in 1974, the Non-Formal Education Information Center has received correspondence from persons concerned about WID-related activities. This correspondence increased following the publication of issue no. 13 of The NFE Exchange on "Women in Development" and subsequent issues of this periodical which continue to feature WID-related topics. In view of our limited knowledge about those seeking services from the NFE Center, particularly resources concerning women in development, we felt that an analysis of the WID-related correspondence offered an important opportunity to find out more about those people whose work concerns women in development. Since our files represent such a broad range of people in terms of national, occupational, religious and social backgrounds, we sought to construct a worldwide composite of persons engaged in work concerning women and development, and the kinds of WID-related resources they seek. Furthermore, the study should enable us to assess some of the ways in which a transnational network of people interested in non-formal education and development operates.

Before turning to a discussion of the methodology used to identify and analyze WID correspondent files, certain cautions about the limitation of such a study are in order. Most importantly, it must be stressed that any trends or observations about WID and networking which can be made from our files have limited generalization; they are based on the thoughts and activities of correspondents with the NFE Information Center and we have no way of determining how representative our correspondents are of the entire population of individuals working in WID-related activites.

Secondly, although we have exercised relatively little influence over the topics and issues mentioned by correspondents, the nature of our organization does influence the type of WID correspondent who writes and the type of information sought.

In summary, we see the strength of the correspondence lying in the tremendous variety of geographic, organizational, and occupational representation. Its weakness stems from the unsolicited and therefore unstructured nature of the file contents which renders the task of generalization and summarization difficult, particularly in terms of quantification and simple statistical analyses. We turn now to a discussion of the methodology, explaining how we have accommodated our study to these particular strengths and weaknesses.

B. Content Analysis of WID-Related Inquiries

Content analysis is a system whereby the contents of recorded communications such as books and letters are coded or classified in terms of a particular conceptual framework thereby permitting some type of quantitative analysis of the communications. Content analysis lends itself to varying levels of depth and reliability depending on the researcher's decisions about balancing the treatment of latent and manifest content. By using content analysis on communications which already exist a researcher can enjoy certain economies of time and money not available to the survey or field researcher. Furthermore, the technique is unobtrusive, having no effect on those who are indirectly being studied. On the other hand, researchers using content analysis must be careful about generalizing too broadly from their findings.

In our analysis of WID correspondents' files we must ask ourselves whether those needs, characteristics and interests expressed to us by participants in our network are valid measures of their attitudes toward WID. Furthermore, we must decide whether or not the content of our files can be assumed to be at all representative of a broader group of WID practitioners, planners, and researchers who remain outside our network. As we proceed with the analysis we will return to these two issues a number of times, pointing out reasons why we believe the contents of our files my be biased in particular directions as well as when we feel that our findings have relevance for WID populations beyond our network.

The content analysis of WID-related correspondent files was designed to result in a balanced report of the quantifiable and the nonquantifiable. More precisely, we have tried to let the correspondents speak directly in their own words as often as possible, believing that this approach offers those less familiar with WID activities and interests a better opportunity to understand the nonquantifiable aspects of working with or on behalf of Third World women. Still, we recognize the need for appropriate quantification if the messages of those who are relying on the Center for assistance are to have any impact on policy making, allocation of development funds, and project design.

Since our correspondents tend to speak with great clarity, the meaning of their words is easily understood. Attempts to quantify what they have told us do become more complex, however. The details of the procedures designed for this part of the study are described below in terms of the four sequential steps employed:

1. Identification of WID correspondents

   Step one in this process, identification of WID correspondents, was a very difficult part of the study. The abundance of conflicting opinions as to what exactly constitutes development coupled with the many divergent attitudes about the place of women in the development process rendered our task of setting up criteria by which to identify WID files immensely complex. The lead article in The NFE Exchange issue on "Women in Development" (No. 13, 1978) by Susanne Morris provides a useful summary of the problems encountered when one tackles the task of describing what WID means to diverse groups of people.

With the hope of conducting our research so as to benefit the greatest number of individuals, we opted for a set of criteria encouraging a broad interpretation of WID activities and interests. All Center correspondence from July 1978 (six months prior to the publication of issue No. 13) through December 1980 was examined for WID interest in terms of the following nine criteria:

1) Correspondent described work which included development activities with or on behalf of women in the Third World.
2) Correspondent sought or supplied WID employment information.
3) Correspondent attended or was invited to a WID conference, workshop, seminar, etc.
4) Title of organization and/or correspondent indicated work with or on behalf of Third World women.
5) Correspondent was teaching or doing research on WID topics.
6) Correspondent requested Center WID publications.
7) Correspondent commented about women in development topics.
8) Correspondent supplied Center with a WID publication.
9) Correspondent referred someone to the Center who was involved in WID activities.

By establishing these fairly strict criteria and specifying that only manifest content rather than inference was to be used in their application, we were able to assure consistency in file selection among the different team members reviewing the approximately 4500 files of the NFE Information Center network. This consistency, however, had its price which was evidenced by the inclusion of some individuals whose WID interests may be superficial, and the exclusion of a number of others whom we suspect are deeply involved in activities of direct interest to Third World women.

The reasons for this under and overcounting are embedded in criteria one and six listed above. Criterion six likely resulted in overcounting. Requests for Center publications are frequently received on a form included in a brochure describing Center services and publications which are offered to developing country correspondents free of charge. Many correspondents request ten or more Center publications by using this form. If any of the numerous publications they requested happened to be one identified as a WID publication (see page 51 for details on our WID publications), the correspondent automatically qualified, for the purposes of this study, as a member of the WID network. Often these people wrote again after receiving the publications and provided confirmation that they were indeed concerned about women's issues. Frequently, however, we have no such confirmation. It is in such cases that we believe we have probably included a number of correspondents in our WID network who do not have an active interest in the topic.

On the other hand, our decision to apply criterion one only to manifest content probably resulted in a substantial undercounting of correspondents actively involved in development efforts which touch the lives of many Third World women. A few quotations from files which did not meet our WID interest criteria help to illustrate this point.

> I am a Peace Corp Volunteer in the Philippines working in the field of nutrition. As such I work also in family planning, food production, and sanitation.
>
> * * * * *
>
> I am a foreign student who is interested in family planning communication and rural development.
>
> * * * * *
>
> I am a Peace Corps Volunteer working as a horticulturist in Lesotho. Specifically I train villagers in horticulture and help them organize community gardens.
>
> * * * * *
>
> I am pleased to send you samples of our review which deals with integrated services programs for children under seven years of age, with a high level of parent and community participation. I am also sending a copy of the report on several of these experiences in Colombia. My idea was to explore programs set up by the parents themselves as a response to their need for small children card and education.
>
> * * * * *
>
> We are a non-profit, educational organization which provides continuous education for American nurses serving in Africa, Asia, and Latin America. We seek in every way...to provide information and help to our nurses so that they are more skilled in being able to teach national nurses how to care for their own people.

The first two correspondents quoted are interested in fields of health which are most often targeted toward women, such as nutrition and family planning, yet neither correspondent clearly stated an interest in women or WID and neither was included in our analysis. The third correspondent quoted was a women working with African villagers on a gardening project. Chances are that she was working with women, but as she did not specify as much nor ask for any of our WID publications, she also is not in our study. The fourth correspondent cited above, who is working with children under seven and their parents, is also likely to be doing work of interest to Third World women, but again this was not specified. The fifth correspondent quoted above represents an educational institution. Members of this organization are training nurses in LDCs. Many of these trainees are women participating actively in the development of their countries. Such observations, however, are based on inference. Since work with women and interest in WID were not clearly indicated, the file was not selected for this study as a part of our WID network.

On balance, we perceive that undercounting may be a more serious problem than overcounting. Unfortunately, we cannot say that the undercounting was random as it consistently excluded those who work with or on behalf of women as an integral, non-separable part of more broadly defined activities in such areas as health, community development, and agriculture. Although we are certain to have omitted a large number of correspondents who did not see any need to specify that their work concerns women, many similar correspondents were included because they did happen to request a WID publication.

Another difficulty existed in that a distinction could not be feasibly made between correspondents who incidently worked with or on behalf of women, and those who did so in a more intentional WID context.

Despite these limitations, we feel confident that the 358 correspondents whose files were subjected to detailed analysis provide a representative picture of the full range of interests, activities, and needs of Center WID correspondents. Considering the nature of the "latent" WID files which were not included, we propose that practitioners in LDCs are probably substantially underrepresented in our quantitative analysis.

2. Selecting and organizing the data

Once the difficult task of identifying WID correspondents was completed, we selected the relevant content from each correspondent's file and put this into a format lending itself to qualitative and quantitative analysis. A sample of the three-page instrument used for this process may be found in Appendix B.

A quick glance at the form reveals that the objective of this step was to abstract from various letters answers to the following questions:

a) What are the characteristics of our correspondents in terms of sex, national origin, location, type of work, and organizational affiliation?

b) What is the nature of the services they requested from the Center?

c) How did they use, or plan to use, material sent to them?

d) What is the nature of their participation in our WID network (e.g., length of time, number of letters, nature of first contact, types of contributions made)?

At this juncture of the analysis, we were not very concerned with quantification, striving rather to collect answers to our questions in the exact words of the correspondents.

3. Operationalizing the variables, coding and analysis

Although a number of the more obvious variables had been identified from the outset of our study, it was not until after all file contents had been disaggregated in the manner just described that we tackled the task of final identification and operationalization of the variables used in our quantitative analysis. We examined a total of 68 variables all of which are clearly identified by the code book included in the Appendix. The variables examined fall into five specific categories:

(a) personal characteristics of the correspondent, (b) the correspondents' needs, requests, etc., (c) the correspondents' interests in different areas of development, (d) the evidence of correspondents' interest in WID, and (e) the functioning of our WID network. The next few paragraphs provide a more detailed picture of each category, identifying the main variables and summarizing the various responses associated with each one.

a) Personal characteristics

The personal characteristics examined were sex, (male, female, unknown); country of location at time of writing (i.e., in LDC or DC); national origin of correspondent (again, in terms of LDC or DC); type of organizational affiliation (e.g., university, women's organization, non-governmental organization); type of organizational sponsorship (e.g., A.I.D., U.N., religious); type of work (e.g., administrator, practitioner, researcher). Coding of most of these variables was fairly straightforward, although in several cases we had to rely on latent content for determination of national origin.

b) Correspondents' needs and requests

The variables in this category are of two types--those describing Center publications requested (WID publications, non-WID publications, bibliographies, multiple copy requests, etc.), and those describing types of services requested (information about Center services, topical requests, employment information, etc.) Again, coding in these categories relied on manifest content and posed no particular problems.

c) Correspondents' interests in development

The variables in this category were selected once we had achieved a great deal of familiarity with the files and are based on those fields of interest which seemed to be most frequently alluded to by correspondents. Income generation, education, agriculture, health, women in development and women's studies were the fields of interest coded and analyzed. The fields of appropriate technology and community development were also coded but not analyzed, the former being dropped because only twelve correspondents indicated interest, the latter because of difficulties encountered in trying to obtain consistency in coding. The operationalization of these variables relied heavily on latent as well as manifest content and is explained in the section on the analysis of the data.

d) Evidence of interest in WID

This category relates to the nine criteria established for distinguishing WID correspondents from other Center correspondents. These criteria are listed on page 18. For each correspondent, we tallied each one of the nine criteria which applied in order to obtain an index of interest in women in development. Two of these criteria -- requests for WID-only publications and requests for WID and non-WID publications -- were also used as variables in our analysis of types of requests.

e) Functioning of the WID network

This group of variables enabled us to look at different indicators of the quality of exchanges between the Center and correspondents in terms of number of letters, types of contributions made by correspondents, useful comments concerning the Center, types of referrals made, etc. A weakness with many of the variables was lack of relevant information in the files. As a result, we are able to suggest a few hypotheses about networking but the basis for them tends to be weaker than hypotheses presented in other sections of our study.

4. Interpretation of results

Broadly speaking, the population of interest to us consists of those men and women throughout the world who are working in activities to improve the quality of life for Third World women. Ideally, we would like to claim that the results of our analysis lend themselves to generalization over this entire worldwide population. Obviously, the barriers to doing a study of such magnitude are insurmountable. The difficulties begin with the impossibility of clearly defining and identifying this global population upon which a random sample would be based, and are further compounded by limitations of time, costs, survey techniques, etc.

Given this reality of an unobtainable ideal, one is forced to look for alternative partial solutions. We chose the partial solution route, believing that any attempt to synthesize and interpret available information about even a small, purposefully selected sub-population of people with WID interests and engaged in WID-related activities might provide valuable information of use to development planners and practitioners. Such information would also benefit the Non-Formal Education Information Center and similar organizations engaged in information gathering, synthesis, and exchange.

Given the manner in which we selected the 358 files for analysis, our interpretations should, strictly speaking, be presented only as observed characteristics of a specific population; i.e., participants in our WID network. We have adhered to this principle in most parts of the analysis, going beyond it only in those cases where we chose to do a chi-square analysis of our cross tabulation tables on the assumption that the variables were reoccurring.

We offer this type of an analysis particularly for the benefit of others working with information networks similar to ours in expectation that our 358 correspondents could be considered a representative sample drawn from the larger population encompassing all other WID information networks. Obviously, caution must be used in applying our results to other networks. Nevertheless, we have no reason to believe that our correspondents are substantially different from those participating in other similar networks, and believe many of our findings should be of particular interest to organizations involved in such activities.

We would also like to encourage those working with different sub-populations engaged in WID activities worldwide to consider the relevance of our hypotheses to their work and, perhaps, attempt to test them using information bases that may be readily available. We certainly encourage the sharing of reports on research related to this subject.

IV. Analysis of Data and Report of Findings

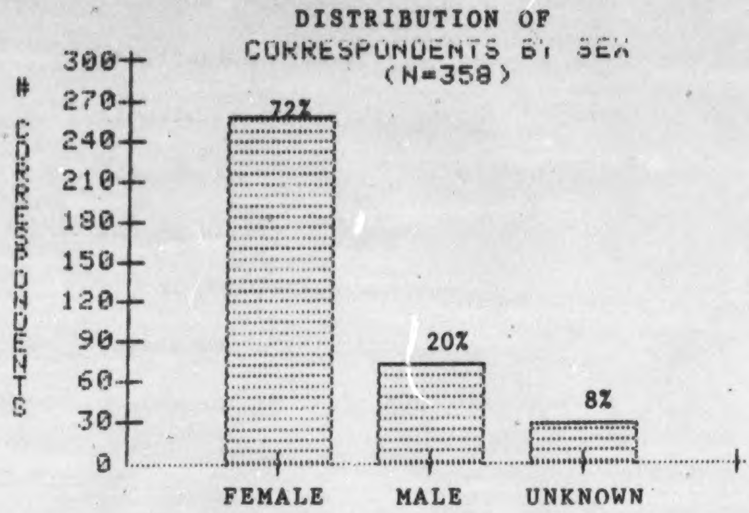
A. Characteristics of persons with WID-related interests

After examination of approximately 4500 of the NFE Information Center's correspondence files, we were able to identify 358 files which contained material clearly identifying the correspondent as having met one or more of the WID criteria outlined in the previous section. In the next few pages we will answer questions about these correspondents such as: Are they men or women? Where are they living? With what kinds of organizations do they work? What type of work do they do?

1. Gender

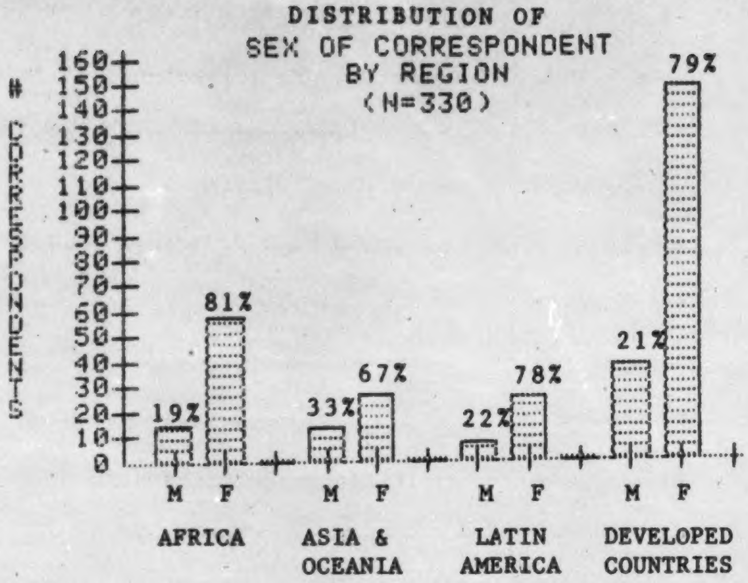
Our analysis reveals that of the 358 WID correspondents, females predominate at a rate of more than three to one (females 72%, males 20%, and sex undetermined 8%). We did find, however, that on a regional basis the disaggregation of correspondents by gender was not completely consistent with the distribution of the entire WID network; the percentage of male correspondents appears to be greater in Asia (approximately 33%) than in other LDC regions (19-22%). These patterns are illustrated by the following two graphs:

GRAPH 1



OBSERVATIONS: Analysis reveals that of 368 WID correspondents, females predominate at a rate of more than three to one.

GRAPH 2



NOTES: N=330 because 28 "unknowns" were eliminated. Asia and Oceania region includes four LDC's from Oceania. Developed countries include North America (U.S. and Canada), Europe and Australia.

OBSERVATIONS: On a regional basis the breakdown of correspondents by gender was not completely consistent with the breakdown of the entire population. The percentage of male correspondents appears to be greater in Asia than in other regions.

2. Geographic Distribution

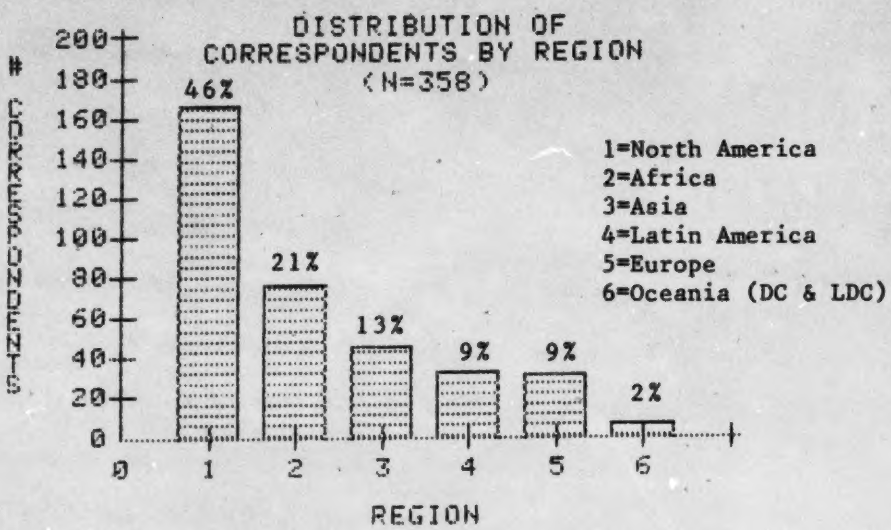
Geographic distribution of correspondents is extremely diverse with 75 different countries represented. Forty-five percent of the WID correspondents are located in Third World countries. Among correspondents writing from these countries, India, Bangladesh, Philippines, Ghana and Kenya are the countries with the largest absolute number of correspondents (11, 9, 9, 8, and 7, respectively). Despite the Center's limited supply of foreign language publications, correspondents from non-English speaking countries are numerous. For example, we have 19 WID correspondents from 12 different Spanish speaking countries in Latin America and the Caribbean, 31 from 15 different francophone countries in Africa, Europe, and the Caribbean, and 6 different correspondents from 2 luzophone countries (Brazil and Guinea Bisseau). In our study we have tried not only to identify those countries where we have correspondents, but also those which seem conspicuously absent from the WID roster. Graph 3 illustrates that, in terms of numbers of WID correspondents from the Third World, the African region is strongly represented while Latin America seems to be underrepresented. While Latin America and the Caribbean is well represented in terms of number of countries (18), most countries are represented by only one or two correspondents. This may, of course, be due to limitations of language.

Our regional figures also tend to be somewhat misleading because they hide the fact that Northern Africa as well as the Near and Middle East are poorly represented within their respective regions. For all of North Africa, we have two WID correspondents from Egypt. For all of the Near and Middle East we have two WID correspondents from Turkey and one from Iran. The paucity of correspondents in these areas is somewhat mitigated by the fact that we are also in contact with U.S. correspondents who are writing to us on behalf of people or organizations working in Morocco and Syria.

Correspondents from developed countries account for 195 (55%) of the 358 WID correspondents. The 55% consist of 46% from North America, 9% from Europe and less than 1% from Australia. It should be noted that although many of our correspondents are located in the industrialized world, a large number of them are working for development organizations with projects in developing countries, and requesting materials for their Third World counterparts.

The frequency distributions of correspondents by geographic region are presented in graphical format on the following page.

G R A P H 3



NOTES: Oceania includes four developing country correspondents and two developed country correspondents.

OBSERVATIONS: Total correspondents from developed countries account for 55% of the WID correspondents. Forty-five percent of the WID correspondents are located in Third World countries. Although many correspondents are located in the industralized world, a large number of them are working for development organizations with projects in developing countries, and requesting materials for their Third World counterparts.

3. National Origin

While it was not often possible to determine the exact nationality of our correspondents, we did attempt to determine whether they are nationals of developed or of developing countries. Long term substantive changes in the lives of women ultimately depend on the active involvement of men and women working for change within their own societies. Those in the industrialized world may be able to act as catalysts in the process, but unless the direction, implementation, and control is handled by nationals working within their own societies, permanent programs to fully integrate women into the development process will not take root.

Our determination of national origin, based on information supplied by correspondents coupled with some educated guesses, revealed that 31% of the WID correspondents are citizens of developing countries. Of these 111 people, 96 are living in the Third World while the remaining 15 are in the developed countries. Given the fact that it was only five years ago that International Women's Year was proclaimed, providing impetus for inclusion of women's concerns into development activities, we are encouraged by the level of response to our WID services coming from nationals of developing countries.

Of the 247 correspondents judged to be nationals of developed countries, 67 are located in the Third World while 180 are located in developed countries.

4. Types of Organizational Affiliation

a. Pattern of diversity

While we can identify certain unifying characteristics of the organizations represented by the 385 WID correspondents, diversity is one of the most notable features of the NFE network. Nothing short of a full list of the different organizations represented can do justice to the varied interests and activities of network members. Nevertheless, we present the following abbreviated list to illustrate the variety of organizational affiliation:

Peru Mujer (Peru)
Versala Irrigation and Development Project Society (India)
Siamese Association of University Women (Thailand)
Institute of Non-Formal Education, Ministry of National Education (Turkey)
Women for Women Research and Study Group (Bangladesh)
Nchanga Consolidated Copper Mines, Ltd. (Zambia)
Overseas Education Fund (USA)
Mount Carmel International Training Centre (Israel)
Alliance Centers for Theological Studies (USA)
American Friends Service Committee (USA, Mali, Guinea Bissau)
World Alliance of YMCA's (Switzerland)
Tswana Lily Ready-Made Garments (Botswana)
Women and Development Unit of the University of the West Indies (Barbados)

Although the titles of these organizations do give some hints as to the type of activities carried on, several of our correspondents have provided us with more detailed descriptions of their objectives and work. A few examples are quoted below:

Versala Irrigation and Development Project Society (Non-Governmental Organization)

Our programme would consist of developing teaching material, cultural programme for environment building, and functional linkage with development and income-raising and awareness activities ... The Government has sanctioned for us a programme of adult education comprising 120 centres this year.

Siamese Association of University Women (Women's Organization/ Service)

The Association sent us a statement of their objectives which includes:

To serve as a focal point to consolidate efforts of the members and associate members who are university undergraduates to perform public services on voluntary basis.
To provide opportunity and facilities for the underprivileged in urban and rural areas, to gain supplementary vocational education.
To provide members with services for self-improvement in gaining additional knowledge especially in the fields of research and new academic development.

Institute of Non-Formal Education, Ministry of National Education, (LDC Government)

The Directorate operates 566 'Popular Education Centers' in the country which offer some 3500 adult courses in 120 different subjects to approximately 350,000 participants every year. The participants are mostly women, unemployed youth, slum area residents and members of unskilled labor force.

Women for Women Research and Study Group (Women's Organization/ Service)

Its purpose was, and remains, to research the lives of women of Bangladesh and present the findings in published form.

Not only does the WID Network represent diverse organizations, but a number of individual correspondents seek WID resources for several organizations which they represent simultaneously. For example, one U.S. correspondent wrote to us from the Council on International Education Exchange but was also making an enquiry for the National Association of Foreign Student Affairs. Another correspondent from Kenya is presently working as the managing director of a public relations firm. In addition, she plays an active role on the governing council of the Kenya National Chamber of Commerce and on the executive committee of the Kenya Women's Association. These are not isolated examples but rather typical cases of multiple organizational affiliations found among a large number of our WID correspondents.

b. Classification of correspondents by type of organization

(1) Procedural notes

Although we feel that this great diversity of organizational participation is one of the main strengths of our network, we have nevertheless tried to categorize organizations into managable groups for the purpose of analysis. These categories were established after the 358 WID correspondent files had been identified and we had gained some familiarity with the types of organizations involved. The categories selected were:

University
Other Learning/Training Institution
Bilateral Development Agency
Multilateral Development Agency
Developing Country Government
Developed Country Government
Non-Governmental Organization
Research Institution
Women's Organization/Service
Other/Unknown

We established two special procedural rules for assigning correspondents to different organizational categories: (1) if the correspondent represented several organizations, only that organization which seemed most closely linked to the correspondent's WID interests was selected, (2) if the correspondent was writing on behalf of a particular women's office or service of a larger organization, the smaller unit became the common denominator and the correspondent was placed in the category "women's organization/service". This latter rule was established so that we would be able to study as a single unit those organizations which have selected women as a target group.

(2) Definition of Categories

Categories such as "university", "bilateral development agency", "developed" and "developing country government" are self-explanatory; others perhaps require clarification. For this study "non-governmental organization" is used broadly to include private voluntary organizations, religious groups, and private corporations. An example of a "non-governmental organization" would be Versala Project described above.

Although "research institutions" are often affiliated with either universities or governments, we chose to put correspondents attached to these institutions in a separate category due to the special role that these institutions frequently play within their parent organization. Three illustrative examples of the type of research conducted by WID correspondents follow:

> Iowa State University (USA) It occurs to me that you might like to know of a project here at ISU which my husband and I have just completed regarding women writers of the Third World, Anglophone and Francophone. We have broadcast twenty-six programs, one half-hour each, devoted to women writers and short fiction which portrays women's condition in different cultures as these writers show it. The

> programs have been taped and are available for distribution for educational use through our University's Media Resources Center at a non-profit charge. The series is entitled "First Person Feminine".
>
> Desarrollo Economico Laboral Femenino Integral (Costa Rica) The excellent possibilities of non-formal education are fully recognized by the Information Center, thus many of our projects are and will be directed towards informing, educating and orienting both rural and urban women in Costa Rica, using mass media, volunteers or students from the University of Costa Rica who have to complete 300 hours of social work as a graduation prerequisite.
>
> Centro de Investigacion y Desarrollo de la Educacion (Chile) We have recently started to work on a project on family learning in rural areas ... (T)he first phase will be aimed at preparing a state of the art on the topic, plus a pilot experience with about four groups of families. The final product will consist in a project about family education which can be carried out in several Latin American countries.

The category of "other learning/training institution" was designed to make a distinction between universities and all other institutions having education as their primary function, either formal or non-formal. The reason for not making a further distinction among these numerous types of training institutions was that in terms of total numbers they represented a very small part of our study group.

One correspondent, who is the Director of the Marie Therese Houphouet-Biogny Institute, describes the goals and activities of her training institution as follows:

> One of the goals ... is to bring poor and disadvantaged women into the economic and social mainstream of Ivoirienne development programs, essentially through adult education training centers such as the Houphouet-Biogny Institute. This is an adult training center created by the Ivoirienne Women's Association to train women and girls in the fields of social work and home economics. Courses include sewing, nutrition, health and hygiene, and child care.

Other examples of training institutions represented among our correspondents are:

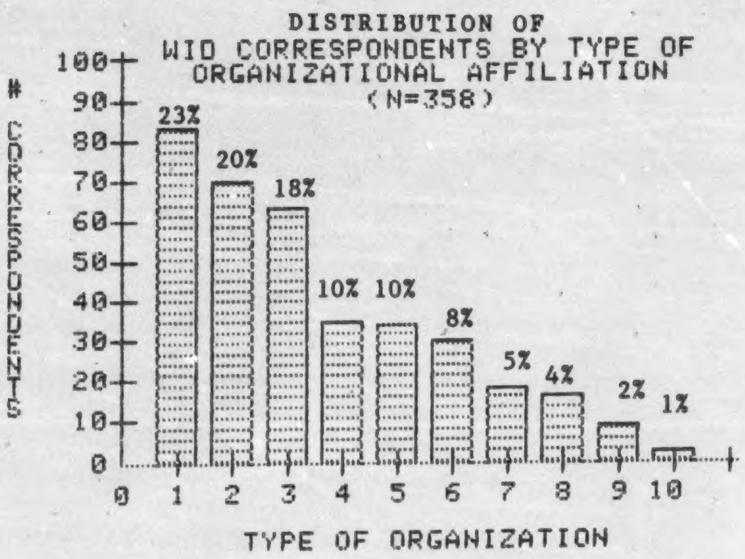
Mahatma Ghandi Institute (Secondary School - India)
Maseru Typewriting School (Lesotho)
St. Paul's School, Makurdi (Nigeria)

The category of "women's organization/service" was used for any organization (or specific office of an umbrella organization, as mentioned above) which used the word women in its title or which specified that its activities were directed only to women. Following these criteria, we find the National Women's Union of Mali and the Secretariat for Women in Development both classified as "women's organization/service" although the former could also be considered as "developing country government" and the latter as "non-governmental organization" due to its being a special activity of a foundation.

Graph 4 presents the frequency distributions for the WID correspondents by type of organizational affiliations. The most commonly represented type of organization is the "university" (23%), followed closely by "women's organization " (20%) and "non-governmental organization" (18%). "Developed country government" is the smallest group with less than 1%, being only slightly less well represented than "other learning/training institutions" at less than 2%.

So as not to ignore valuable information about the types of organizations sponsoring women's sections, we have sub-classified "women's organization/service" by type or sponsorship; e.g., developing country government, bilateral organization, non-governmental organization, etc. The results of this sub-classification are presented in Graph 5.

GRAPH 4

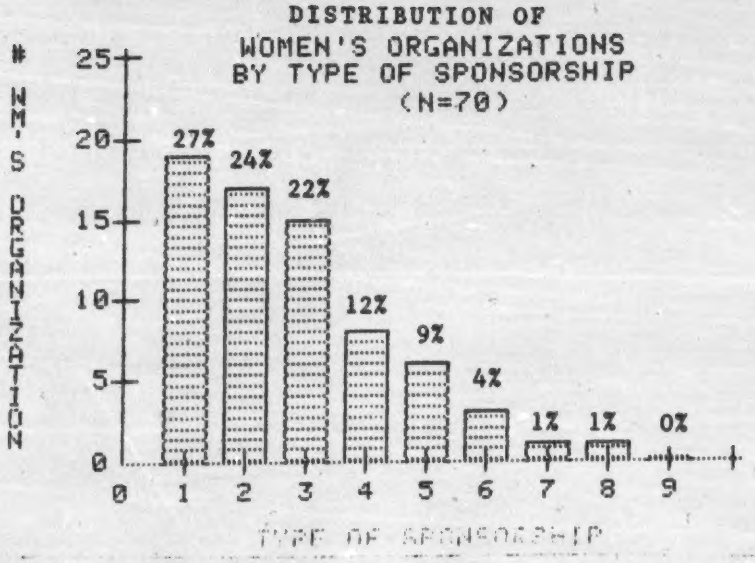


KEY TO TYPES OF ORGANIZATIONS

1) Universities (83 correspondents)
2) Women's organizations/services (70)
3) Non-governmental organizations (63)
4) Research institutions (35)
5) Bilateral donor agencies (34)
6) Other/unknown (30)
7) Developing country government (18)
8) Multilateral donor agencies (16)
9) Other learning/training institutions (9)
10) Developed country government (2)

OBSERVATIONS: The most commonly represented type of organization is the university, followed closely by women's organizations and non-governmental organizations. Developed country government is the smalest group, being only slightly less well represented than other learning/training institutions.

G R A P H 5



KEY TO TYPES OF SPONSORSHIP

1) U. S. Agency for International Development
2) Developing country government
3) Unknown
4) University
5) United Nations organization
6) Developed country government
7) Religious organization
8) Foundation
9) Multilateral donor agency

OBSERVATIONS: The graph reveals that had we not made a point of identifying special WID offices of larger organizations as "women's organizations" the percent of bilateral donor agencies and developing country governments would have been greater and that of women's organizations smaller than those presented.

5. Types of Work Performed by WID Correspondents

Given the unstructured nature of the information which we have about our WID correspondents, it was not always clear exactly what type of work a particular person is doing vis-a-vis women in development. We were, however, able to classify most correspondents into one of the six different job categories listed below:

Administrator
Planner/Program Designer
Professor/Formal Educator
Practitioner/Non-Formal Educator
Researcher/Evaluator
Documentalist/Librarian

These categories are, by necessity, broad and subject to overlap. Often the only clue we had concerning the nature of a person's work was an official position title such as:

Director
Research Assistant

or the title of the correspondent's office; e.g., Jane Doe for the Evaluation Unit.

In many cases, however, we did get more detailed job descriptions which helped in our efforts to analyze correspondents by type of work. A few examples follow:

> I teach courses on women in development and social psychology ...

* * * * *

> (I) have recently returned to work on a research project as part of my M. Ed. degree in Curriculum Development from Glasgow University. My research interest is in programmes of non-formal education for women in Botswana, particularly rural women.

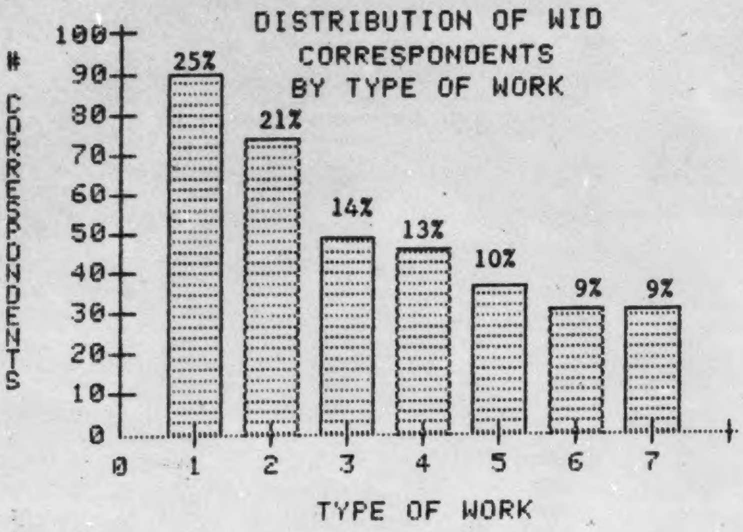
* * * * *

> ... currently gathering information on Women in Development with plans to eventually implement a program in conjunction with the YMCA/Senegal Project.
>
> * * * * *
>
> We work with village women essentially, although men's groups are also welcome to participate.
>
> * * * * *
>
> We are establishing a women's library here and are also developing a development program for rural women.

In general, we tended to have difficulty in distinguishing between "administrator" and "planners/programmers" because many of these decisions were based on titles rather than descriptive information about type of work. The remaining four categories tended to be fairly clear cut. Those in the "research/evaluation" category are people whose primary activity is research or evaluation; included are graduate students, research assistants, persons doing specific research projects for development organizations or research institutions, etc. "Practitioners" are those correspondents working directly with men and women at the grassroots level in developing countries. "Documentalists/librarians" are self-explanatory terms. All correspondents whom we were unable to place in one of the above categories were classified as "other/unknown".

Graph 6 summarizes the results obtained using this system of classification. "Administrators", "planners/programmers" as a combined group account for just short of half the WID correspondents (40%). "Practitioners" presently account for only 10% of those 358 correspondents identified as having specific WID interests. We believe that the relatively high numbers of WID "administrators" and "planners/programmers",

GRAPH 6



KEY TO TYPES OF WORK

1) Administrator (90 correspondents)
2) Planner/programmer (74)
3) Researcher/evaluator (49)
4) Professor (46)
5) Practitioner (37)
6) Documentalist (31)
7) Other/unknown (31)

OBSERVATIONS: As a combined group, administrators and planners/programmers account for slightly less than half of the WID correspondents. Practitioners account for 10% of those 358 correspondents identified as having specific WID interests.

coupled with relatively low numbers of "practitioners" is linked to the criteria used in identifying WID correspondents. There seems to be some evidence indicating that "practitioners" working in WID-related activities tend not to separate out these activities from the more general fields of health, agriculture, etc. A few examples of such cases were presented on page 20.

B. Types of Services Requested

The types of services requested by the WID correspondents are the most important indications that we have for guiding planners and policymakers in their attempts to allocate human resources and development funds. Correspondents' requests, particularly those in LDCs, offer researchers and publishers clear indications as to the types of materials and information needed at the project implementation level. By inference from these same files of correspondents' requests, we can also make judgments about the types of materials in less apparent demand at the field level. For these reasons we have paid special attention to tracing different types of requests back to individual correspondents so that we can offer an assessment of which needs are being expressed by specific, identifiable segments of our network.

Before discussing requests in terms of these specific population subgroups, however, we begin with a description of the different categories of requests used in our analysis. The presentation of categories is followed by a statistical summary which ranks the categories according to the absolute and relative frequency of each request. We then turn to an analysis of how the characteristics of correspondents vary depending on the type of request. By way of conclusion, we propose a few hypotheses which attempt to explain why these differences exist.

1. Presentation of Data

a) Categories of requests for NFE Center publications: definitions and examples

Requests received by the NFE Center fall into two basic categories: those for specific Center publications, and those for research or referral services or for printed resources not regularly distributed by the Center. Requests for Center publications is by far the largest category. The Center's publications deal primarily with non-formal education. Different publications, however, tend to treat the subject from the perspectives of different disciplines. Although a complete list of publications may be found in Appendix A, we present a few examples of titles below to give those unfamilar with the Center a feeling for the types of publications from which development planners and practitioners may select.

Non-Formal Education and the Rural Poor: Report of Conference and Workshop, Richard O. Niehoff

Alternatives for the Training of Skilled Industrial Labor in Sao Paulo, Brazil, Michael Lukomski

The Economic Aspects of Non-Formal Education, M.A. Mannan

Non-Formal Education in Ethiopia: Literacy Programs, Richard Niehoff and Bernard Wilder

Non-Formal Education and Rural Development, George Axinn

As mentioned in Part III on the research design, for the purposes of this study we identified several publications distributed by the Center as having special interest for persons working in the field of women in development. The items thus identified as "WID Publications" are:

Supplementary Paper No. 5: Non-Formal Education for Women in Bangladesh, by Naseem Hogue

Bibliography on Cooperatives, Women and Development and Non-Formal Education in West Africa, compiled by Non-Formal Education Information Center

Supplemental Paper No. 6: Women, Families and Non-Formal Learning Programs, by Beatrice Paolucci, Margaret Bubolz, and Mary Rainey

Locally Produced Materials and Small Media, by Bruce E. and Alisa K.A. Lundeen

Developing Programs for Women in Bangladesh, by Jane Wilbur

Population Planning and Women's Cooperatives, by Sondra Zeidenstein

Women in Development: A Select Annotated Bibliography by Joan M. Claffey, Mary Joy Pigozzi, and Nancy W. Axinn. From International Journal of Intercultural Relations, Vol. 3, No. 4, 1979

Non-Formal Education and the Role of Women and Families in Human Resource Development, Topical Acquisition List No. 4

In addition to specific publications such as those mentioned above, the Center also publishes a periodical newsletter called The NFE Exchange. Each issue of the newsletter selects a special topic of interest to those working in non-formal education and presents a lead article giving an overview of the subject plus a series of project highlights and an annotated bibliography. Topics featured during the two-and-one-half year period covered by this study were:

NFE and Entertainment
Women in Development
Training for Development
New Roles for Health Workers
Generating Income Through Group Action
Literacy and Development
Children: Education and Change

The issue on women in development is designated a Center "WID publication"; requests for this issue were coded in the same manner as the eight "WID publications" listed earlier.

A correspondent in Asia illustrates a request for a Center publication not among the eight specifically defined as WID:

> In planning the Interim Meeting for the Federation of Asian Women's Associations (FAWA), I have become increasingly aware of the need to share information and materials that describe the nature of the Conference. Issue # 14 Training for Development, has been very helpful to many of us on the planning committee. May I request one copy of current/future issues that relate to women and development. Personally, I am very interested in getting women's voluntary organizations and/or universities to organize and/or sponsor a series of non-formal educational programmes specifically designed for mature women age 25-50 years. Are there any other printed reports of the Non-Formal Education Information Center that might be of help to us?

For the purposes of this study, we developed three subcategories to distinguish among correspondents who made requests for:

1) WID publications only
2) non-WID publications only
3) both WID and non-WID publications

The Center considers the subject of women in development both a field of interest and inquiry to be studied from the vantage of various disciplines, and a development strategy to be implemented in integration with other development activities. We have divided requests into the three categories listed above in an attempt to assess the extent to which correspondents' expressed needs and interests tend to be uniquely "WID" or more broadly based. This procedure enables us to examine more closely the extent of exclusivity versus inclusivity of WID interest among development planners, practitioners, and researchers and to identify certain patterns which may warrant further analysis.

b) Requests for other services

Requests for research and referral services and other printed material fall into six different categories. The following list identifies each category and provides illustrative examples of each type of request.

1) A request for INFORMATION ABOUT CENTER SERVICES from a fieldworker in India:

> Also, if possible, give me information of your technical assistance and consultation service to improve the efficiency of non-formal education programs.

2) A request about PROGRAMS OF STUDY AT MSU from the officer in charge of training at a Bangladeshi voluntary organization:

> At present we are very much interested to send some of our staff members for training... on non-formal education to work more effectively with the people of our country....We will be highly pleased if you kindly send us all the detailed information of the kinds of training and courses offered by your institution.

3) A request for INFORMATION ABOUT OTHER NFE NETWORK PARTICIPANTS from the director of an institute for non-formal education in Turkey:

> We would be grateful if you would kindly consider to provide us with assistance in arrangement of contacts of the Institute with resource persons, distinguished scholars and project leaders in developing countries.

4) A request for INFORMATION CONCERNING WID-RELATED EMPLOYMENT from a U.S. non-governmental organization:

> We would like the names of suitable people to staff an NFE project for women in Morocco.

5) A request for TOPICAL BIBLIOGRAPHIC MATERIALS from a Peace Corps volunteer in Senegal:

> I am also searching for other available literature and would like to request, if possible, to be sent a bibliography of information on health/nutrition education, family planning, home economics, and non-formal education. Your help is really appreciated.

6) A TOPICAL REQUEST from the regional director of an agricultural research organization in Latin America:

> We wish to ratify our interest in the role of women in development and household income-generating projects. Anything related to that will always be of great interest to us.

Another TOPICAL REQUEST from a Third World graduate student studying in the U.S.:

> I am interested in information dealing with the status of women, variables of development, literacy, family planning, general demographic statistics, Islamic positions pro and con on the issues of family planning and women working outside of the home, adult education and economic participation, case studies, health standards, and transportation and communication systems in the three countries mentioned above.

From a correspondent in South America:

> I have been regularly involved in the offering of a short course in food processing geared towards small scale processors with hardly any technical background. While I am confident that the technical concepts can be imparted with not much difficulty I am a little worried about the management aspect. I would appreciate it very much if you can give us some tips on how to conduct management training for rural women with the objective of giving them the minimal skills needed in the setting up and management of cottage or small scale food processing industries.

From another correspondent in Africa:

> I am in the process of starting a non-formal education program for women in several "quartiers" of Libreville. I really need some non-formal sources such as simulation game samples and varied discussion techniques for the programs development.

It should be noted here that both "topical research requests" and "topical bibliographical requests" are characterized by mention of a specific subject of interest and no mention of a particular publication by title. For example, a request such as "Please send me your bibliography entitled Bibliography on Cooperatives," would be considered a request for a NFE Center publication. On the other hand, someone who writes, "Please send me a biliography of resources relevant to persons organizing a women's cooperative," would be making a "topical bibliographic request".

68

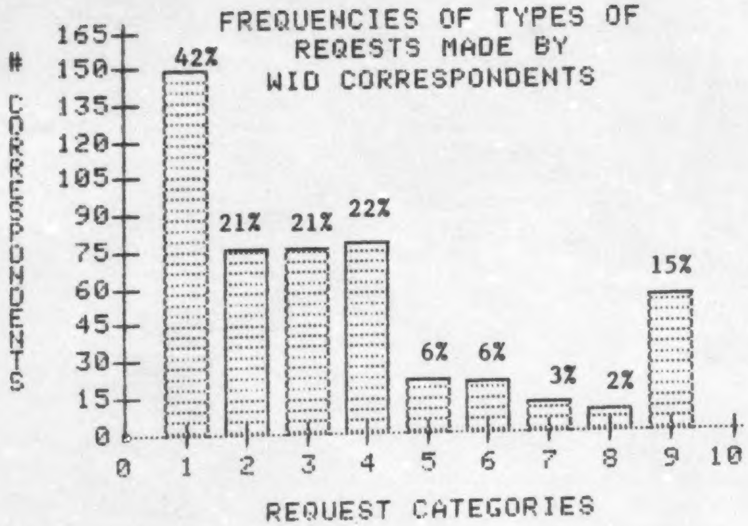
C. Frequency Distributions of Different Types of Requests

Graph 7 presents a picture of how frequently the various types of requests described above are made. From this bar graph it becomes clear that the largest single category is that of correspondents requesting "both WID and non-WID publications" (42%). "Topical research requests" (22%) and requests for "WID-only publications" (21%) and "non-WID publications" (21%) are the next most popular categories. Other types of requests are made only occasionally.

2. Relationship Between Types of Requests and Characteristics of Correspondents

The statistical procedure used in identifying relationships between types of requests and correspondents' characteristics was that of SPSS crosstabulation tables using chi square test of significance. The assumptions made concerning the use of this statistical procedure are described in the earlier section on methodology. The variables examined with each type of request were sex, national origin, location, type of work, and type of organization. Although a few tables considered location in terms of Asia, Africa, Latin America, Oceania, Europe, and North America, most of our analyses for location and all of those for national origin considered only the distinction between industrialized countries (DC) and Third World nations (LDC).

GRAPH 7



KEY TO REQUEST CATEGORIES

Requests for Center publications
1) Both WID and non-WID publications requested (149 correspondents)
2) WID-only publications requested (76)
3) Non-WID only publications requested (76)

Requests for other services
4) Topical requests (78)
5) Information about Center services (21)
6) Topical requests for bibliographic materials (20)
7) Information about other members in the network (12)
8) Information concerning WID employment (8)
9) No requests (represents those who only sent contributions) (55)

NOTES: Percentages shown represent the percent of the total population of WID correspondents making each type of request.

OBSERVATIONS: The largest single category of requests is that of correspondents requesting both WID and non-WID publications. Topical research requests, requests for only WID publications and requests for non-WID publications are the next most popular categories. Other types of requests are made only occasionally.

Due to the limited number of correspondents represented in the type of request categories numbered 5-9 in Graph 7, we are unable to draw any statistically significant conclusions about these requests. Nevertheless, a few apparent trends seem worthy of note. Requests for "information about NFE Center services" and "about other participants in the NFE Network" (21 and 22 requests respectively) showed no particular patterns. Of those asking for information about others in the network, it is interesting to note that "researchers/evaluators" seemed to be more highly represented than their share of the network would suggest. "Administrators", "planners/programmers", "professors", "practitioners", and "documentalists" demonstrated no particular relationship to requests for information about others in our network.

Correspondents writing about "employment opportunities in WID activities" were 100% female and all located in developed countries. This group is represented by only eight correspondents, but given the nature of the request the results would probably have been similar had more requests been received. Perhaps the question to ask here is whether and to what extent an information network should facilitate this type of service, and if so, how could it be made more relevant to other members of the network, in particular men and LDC development workers.

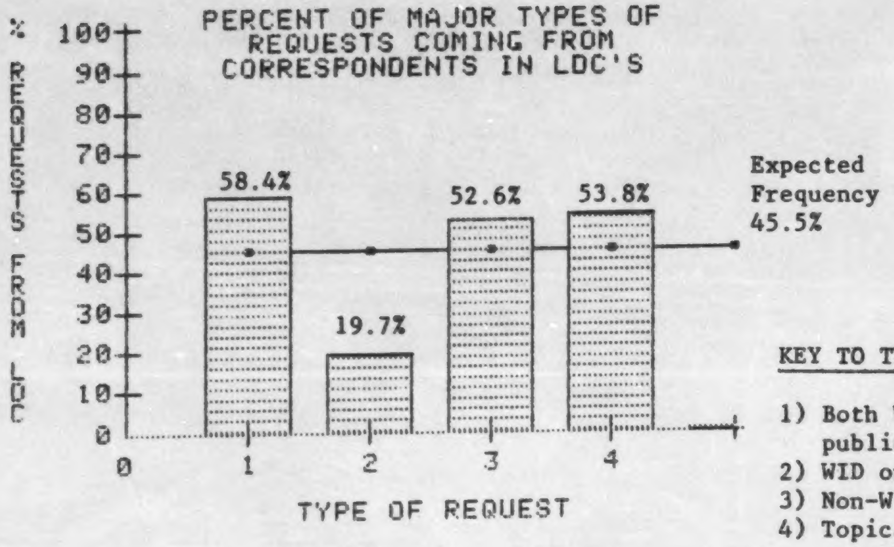
We noted twenty "topical requests for bibliographic materials". Thirty-five percent of these requests were from "researchers/evaluators" although they represent only 13.7% of the total population. "Practitioners" also represented a larger portion of "bibliographic requests" (15%) than one would have anticipated given their portion of the total WID network (10.3%) however, "researchers/evaluators" accounted for more than 50% of the chi square value here, while "practitioners" had only a very minor effect on it.

As the categories of soliciting Center publications and making topical requests encompassed a large portion of our population, our statistical analysis of these variables was more fruitful than for other types of requests, unearthing a number of significant and unexpected relationships. These findings are summarized in the next few paragraphs and by bar Graphs 8-11.

Location of correspondents proved to be highly correlated with each one of the four request categories except "topical research requests". Correspondents located in the Third World make significantly fewer than expected requests for "WID-only" publications and significantly more than expected for both "non-WID" and "combined" requests. They also make more "topical requests" than would be anticipated, but the relationship is not statistically significant. On the other hand, correspondents from developed countries tend to greatly favor "WID-only" requests over those for "both WID and non-WID" material. Graphs 8 and 9 illustrate these relationships, showing the expected response rate for each locale and the actual response rate. The most pronounced deviation from the predicted response is found in the category of "WID-only" where developed country correspondents representing 54.5% of the WID network account for 80.3% of requests, while Third World people comprising 45.5% of our correspondents made only 19.7% of the requests.

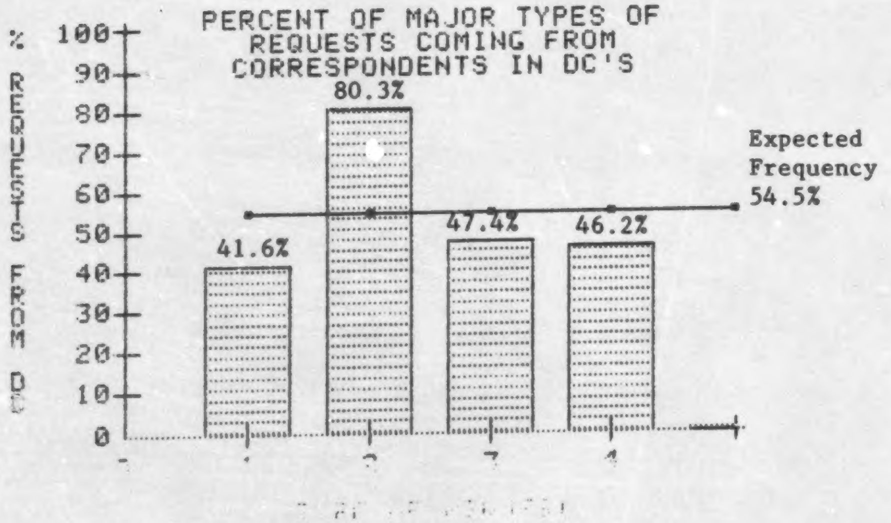
A more detailed breakdown of location into geographical regions again resulted in highly significant relationships in terms of "WID-only" and "combined" requests. In both cases Africa and North America accounted for most of the unexpected response. African correspondents underparticipated in "WID-only" requests and led the way in the "combined" category while North Americans evidenced a high preference for "WID-only" and low preference for "combined" requests. Europe followed a pattern similar to North America but not at a statistically significant level. Similarly, Asian correspondents followed the pattern of their African counterparts. Latin American writers left the ranks of their Third World counterparts in the single case of making a slightly higher number of requests for "WID-only" publications than their percent of the total population would have predicted.

GRAPHS 8 & 9



KEY TO TYPES OF REQUESTS

1) Both WID and non-WID publications
2) WID only publications
3) Non-WID only publication
4) Topical Requests



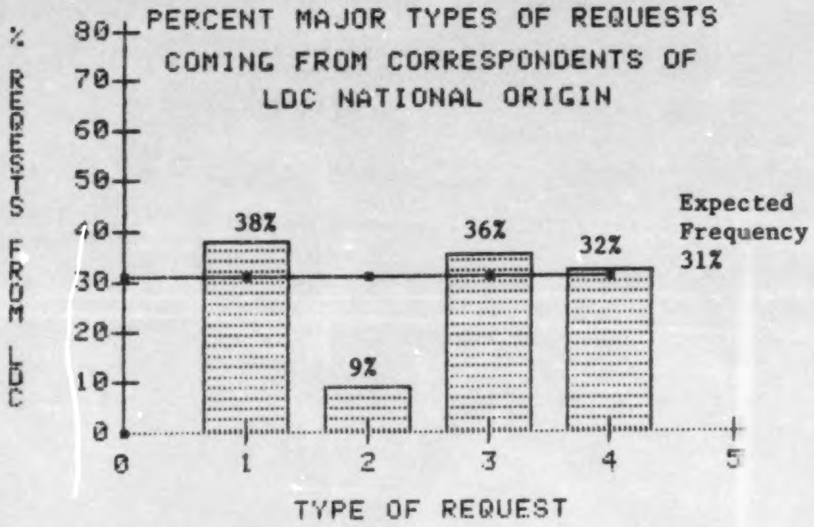
NOTES: Given the distribution of the total population between location in devel ed countries and lesser developed countries, the expected percentage for LDCs is 45.5 and that from DCs is 54.5

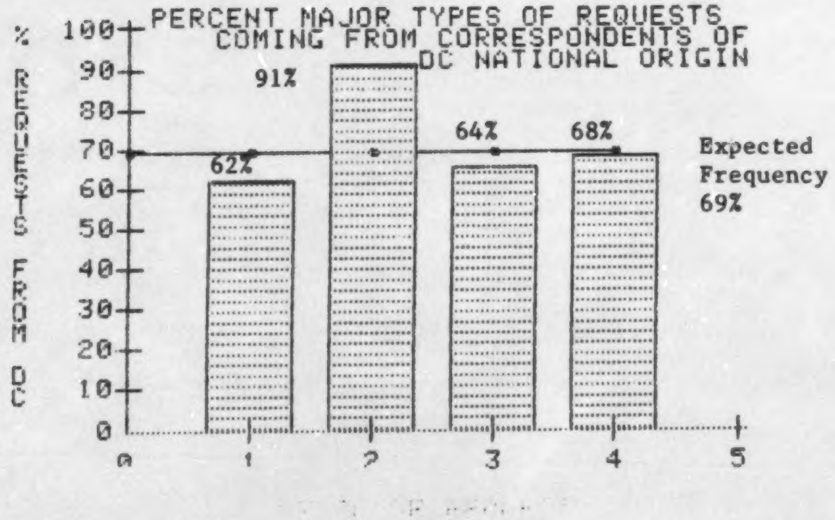
OBSERVATIONS: The largest single deviation from the expected percentages is in the category of "WID-only" publications. A chi square test indicated that there was a statistically significant relationship (less than .05) between geographic location and both "WID/non-WID requests" and "WID-only requests".

Following the same pattern as location, the characteristic of national origin proved to be highly correlated with both "WID-only" requests and "combined" requests. It was not an instrumental variable in "topical" requests nor "non-WID" requests. Graphs 10 and 11 summarize our findings and illustrate that, again, "WID-only" requests show significantly greater popularity among those of developed country national origin, whether in DC or LDC locations, and much less popularity among those of LDC national origin.

Correspondent's type of employment correlated strongly to three of these four major request categories. The relationship between work and "topical requests" was most pronounced. "Researchers/evaluators" accounted for the largest part of the chi square value as they made significantly more "topical requests" than expected. Other professional groups contributing substantially to the relationship were "documentalists" and "administrators" who, unlike "researchers", asked for less than their share of this category. "Planners" and "practitioners" followed the same trend as "researchers" in favoring "topical" requests, but to a lesser extent. The relationship between work and "WID-only" requests revealed that "practitioners" evidenced an extremely low interest in the category, accompanied by "planners/programmers" whose interest was also much lower than expected on a basis of percentage representation in the population.

GRAPHS 10 & 11





KEY TO TYPES OF REQUESTS

1) Both WID and non-WID Center publications requested
2) Only WID Center publications requested
3) Only Center's non-WID publications requested
4) Topical request made

NOTES: Given the distribution of the total population between LDC and DC nation origin, 31% is the expected rate for each type of LDC request and 69% is the expected rate for DC requests

OBSERVATIONS: Following the same pattern as location, the characteristic of national origin is highly correlated with "WID-only" requests and "combined" request "WID-only" requests show significantly greater popularity among those of developed country national origin.

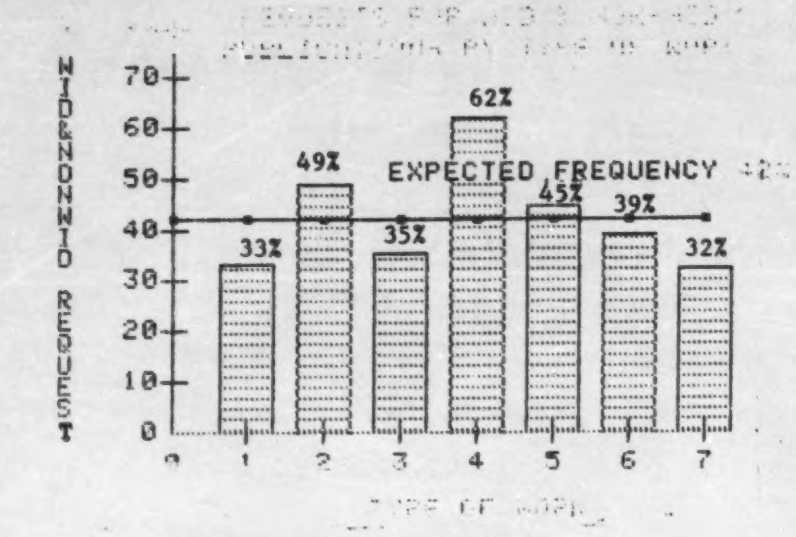
The final correlation of interest concerning type of work is requests for "both WID and non-WID" publications. In this case we found "practitioners" showing an unexpectedly high response. "Planners/programmers" also tended to favor this category, but not so remarkably as "practitioners". Those requests for only "non-WID" materials showed no particular patterns in terms of correspondent's work. Graphs 12, 13, and 14 illustrate these relationships described above.

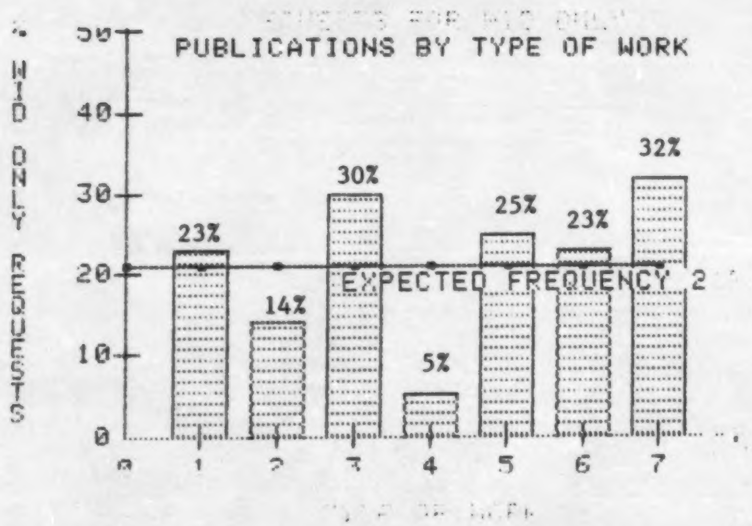
Type of organization proved to be a significant variable in the singular case of "WID-only" requests. Almost one-half of the chi square value in this case is accounted for by an extremely high number of requests from "universities". "Bilateral donor agencies" and "Third World governments" provided the next two largest deviations from expected behavior as they both requested "WID-only" publications less than anticipated. Graph 15 depicts this finding.

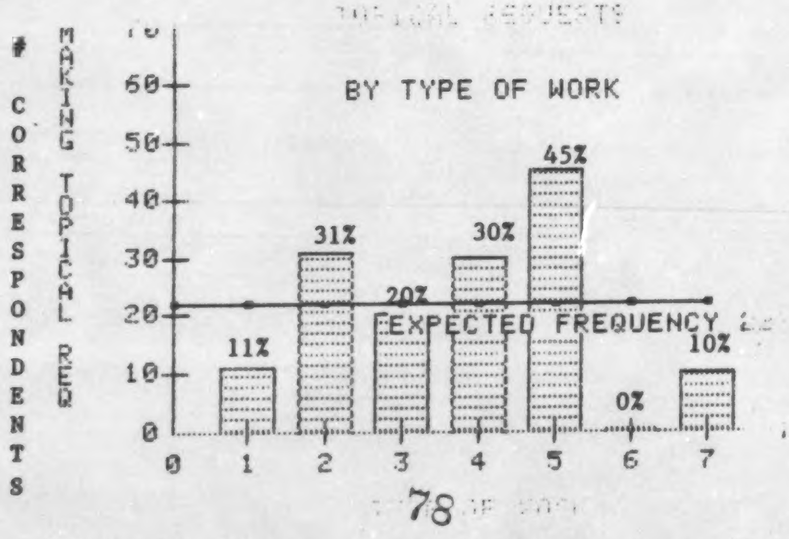
Interpretation

What exactly do these various observations and correlations between types of requests and characteristics of correspondents mean? As the relationships between location and national origin are most consistently present, we turn to them first. We propose two different but overlapping hypotheses to explain the fact that Third World correspondents

GRAPHS 12, 13 & 14







KEY TO TYPES OF WORK

1) Administrator
2) Planner/programmer
3) Professor
4) Practitioner
5) Researcher/Evaluator
6) Documentalist
7) Other/unknown

NOTES

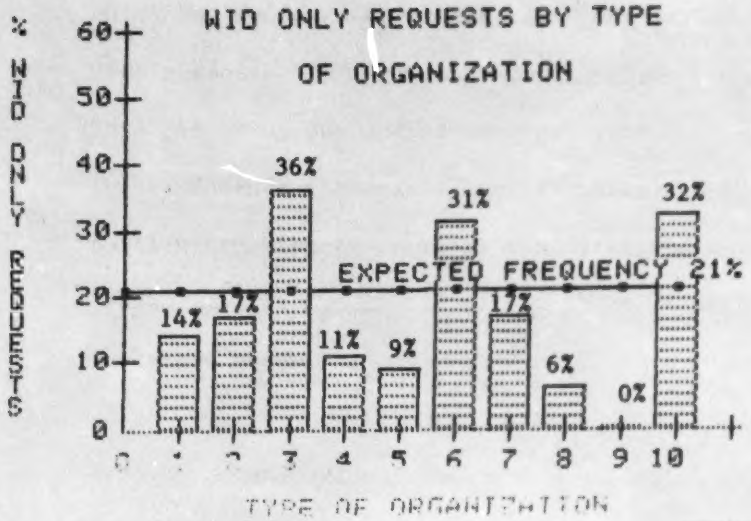
1) 42% of total WID network made "both WID and non-WID" requests, hence we would expect approximately the same percentage from each work category to make both WID and non-WID requests if work is unrelated to this type of request.

2) For "WID-only" requests, we would expect 21% of each category to be represented and 22% for topical requests

OBSERVATIONS

Correspondents' type of employment is highly correlated with three of the four major request categories. The relationship between work and topical requests was most pronounced

GRAPH 15



KEY TO TYPES OF ORGANIZATIONS

1) Non-governmental organization
2) Research institution
3) University
4) Other learning/training institution
5) Bilateral donor agency
6) Multilateral donor agency
7) Women's organization
8) Developing country government
9) Developed country government
10) Other/unknown

NOTES

Percentages represent percent of each type of organization making only WID publication requests. As 21% of the entire network made such requests, we would expect approximately 21% of each type of organization to request only WID publications if there is no relationship between type of request and type of organization.

OBSERVATIONS: Type of organization proved to be a significant variable in the singular case of "WID-only" requests. Almost one-half of the chi-square value in this case is accounted for by an extremely high number of requests from universities. Bilateral donor agencies and Third World governments provided the next two largest deviations from expected behavior as they both favored "WID-only" requests more than anticipated.

in the NFE Network favor requests for materials covering more than narrowly defined WID topics while developed country correspondents seem to focus on the specifically WID-oriented publications offered by the Center. The first hypothesis concerns general access to published materials and the second derives from the different roles of the two groups vis-a-vis development activities.

In terms of general access to published materials, we are inclined to hypothesize that Third World correspondents rely on the NFE Information Center for a broad range of materials because they do not have information about, nor access to, the vast number of libraries and information networks which abound in the developed countries. In addition, the fact that our publications are free of charge for Third World correspondents also provides an incentive for those with fewer monetary resources to request as many relevant materials as possible. On the other hand, cost is less of a constraint for developed country correspondents and they also have access to many alternative sources of information. Following the publication of The NFE Exchange issue on "Women in Development", many developed country readers may have decided that the NFE Information Center was one of the better sources of information on WID in the U.S. and therefore sent their WID enquiries to us while also writing to others for particular information on such areas as health, agriculture, population, employment, etc.

80

While we think that access explains some of the variability in request patterns, we also believe that correspondents in developed countries may have different roles vis-a-vis development than those in developing countries; these differences are reflected in the tendency of the former to have more specialized interests and the latter broader frames of reference. The results of our analysis of work and type of organization help to illustrate these role differences. The high rate of "WID-only" requests comes from "professors" and "researchers", those who are most frequently farther removed from "hands on" development activities; the low preference for such limited in scope requests comes from "practitioners" and "planners/programmers", those closest to the realities of the field. Our second hypothesis is that the closer one is to actual project implementation activities which relate to women, the greater is the range of activities in which one must be prepared to participate and the greater the need to draw from the knowledge bases of different disciplinary and sector areas. Further development of this hypothesis will follow as we now turn our discussion to the fields of interest expressed by our various network members.

C. Fields of Interest

1. Manifest and Latent Content

Except for determination of developing vs. developed country national origin, treatment of the data thus far has been limited to an analysis of manifest content in correspondents' files. To explore fields of interest, however, we elected to code both latent and manifest content. This choice was founded on our desire to provide the broadest possible (and therefore most useful) interest profiles of correspondents. Manifest interest is considered to be any clear statement by correspondents that they are working in a particular field, requesting publications on specific subject, researching a special topic, and so forth. For example, a Peace Corps volunteer with an interest that we coded as "health" writes:

> We have been working with animateurs and animatrices who serve as health educators for their village.

An AID education officer with an obvious interest in women in development writes:

> Due to the interest in women in development and the appropriateness of this issue (The NFE Exchange, issue no. 13 on WID) we are requesting an additional twenty (20) copies.

One final illustration of what we consider manifest expression of interest comes from a social worker involved in education in Latin America:

> I am planning to develop some teaching programs, if you have something I can use please let me know.

All other less direct indicators of fields of interest are considered latent. Such indicators could be contained in the name of an organization or the title of the correspondent. One such situation might be represented by someone from a ministry of agriculture requesting a family planning publication and making no mention of an interest in agriculture. For the purposes of our study, however, this correspondent would be considered to have an interest in agriculture and family planning. Similarly, the education officer cited above who requested our issue on WID would be coded as having an interest in education and women in development.

A field of interest might also be inferred from a brief description of the correspondent's work or a comment about a particular publication or topic. Such a case is exemplified by a Latin American correspondent interested in primary health care. She wrote to us after having received a description of an innovative rural health program sent to us by a Center correspondent in Bangladesh:

> I have found Dr. ________'s article very interesting and I think he has at least one advantage to his credit: He doesn't have the ________ Church bothering him ... You can't imagine how much despair this ban on family planning information is causing among our women.

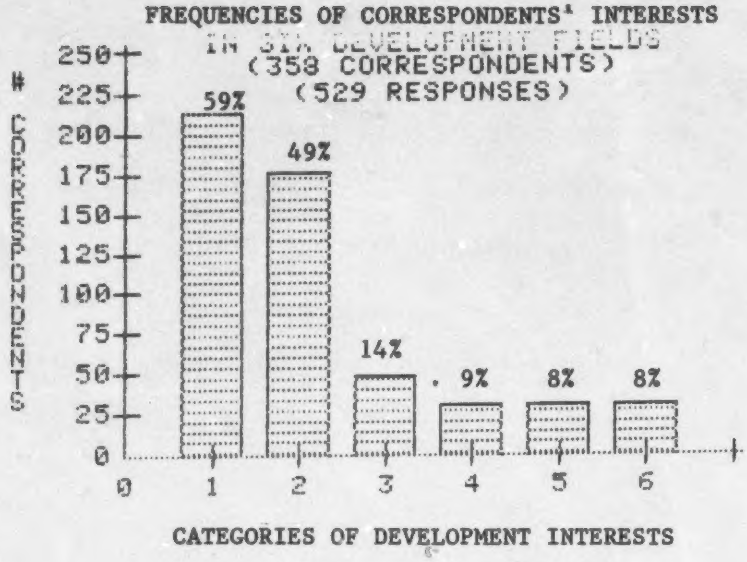
Although the Latin American correspondent never requested family planning materials, we inferred an interest in the subject based on this comment and coded her interest as primary health care and family planning.

2. Absolute and Relative Frequencies

Keeping in mind this liberal application of inference used in identifying correspondents' interests, we now turn to a summary of the most commonly expressed interests in terms of absolute and relative frequencies. During the course of our analysis we identified the following six fields as the most popular:

Education
Women in development
Health
Income Generation
Agriculture
Women and family studies

Graph 16 diagrams the absolute number of correspondents expressing interest (latent and/or manifest) in each of these six major categories. Given the fact that the unifying theme of our Center is non-formal education, it is not surprising to note that 59% of all correspondents expressed some type of interest in education or a closely related field. Similarly, the fact that network members analyzed in our study had to demonstrate some special interest in women, accounts for the WID category being the second largest one with 49% of all correspondents included. Income generation and health are the next two most important areas of interest, (expressed by 13.7% and 8.6% of correspondents, respectively), followed by agriculture and women/family studies, GRAPH 16


FREQUENCIES OF CORRESPONDENTS' INTERESTS
IN SIX DEVELOPMENT FIELDS
(358 CORRESPONDENTS)
(529 RESPONSES)

KEY TO DEVELOPMENT INTEREST CATEGORIES

1) Education (213 responses)
2) Women in development (176)
3) Income generation (49)
4) Health (31)
5) Agriculture (30)
6) Women's studies (30)

NOTE: Percentages represent the percent of total WID correspondents showing interest in each category.

OBSERVATIONS: The highest category of expressed interest is education or a closely related field. The WID category is second highest, followed by interests in income-generation and health. Women's studies and agriculture interests showed equal popularity at 8.3% each.

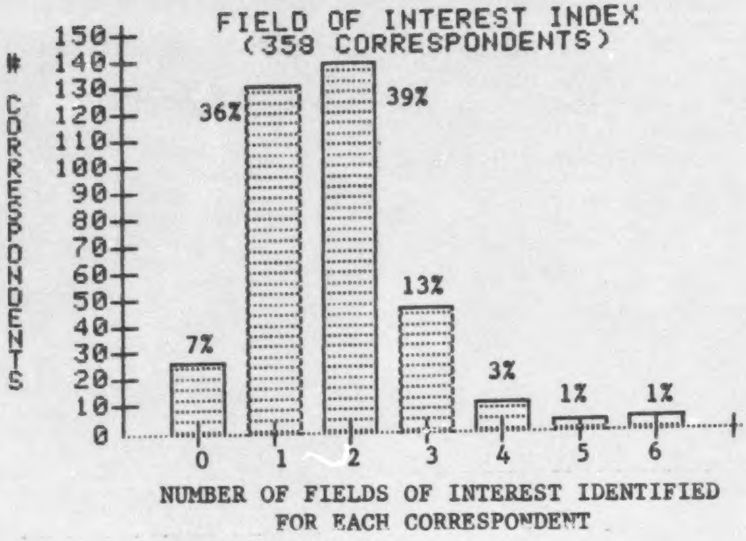
both showing equal popularity at 8.3% each. We will look more closely at each of these categories in a moment, offering more precise definitions, elaborating on sub-categories, and identifying important associations found between types of interest and correspondents' characteristics.

3. Variety of Interest Index

Before turing to this more detailed analysis, however, we would like to expand our hypothesis concerning the greater variety in types of materials requested by those closest to the level of actual project implementation in contrast to those furthest removed who are more focussed in their requests. To further test this hypothesis we developed an index measuring the variety of interests made known to the Center by each correspondent. The relevant range of the index was from zero to six. Graph 17 summarizes our findings, revealing that expression of two areas of interest was the most common case (39%), followed closely by those expressing only one area (36%). Twenty-six correspondents (7%) provided us with so little information that we were unable to discern any interest in our established categories, while four members of the WID network accounted for the highest index level of six different interest categories.

For the purposes of analysis by correspondent characteristics, we collapsed the indices into two categories: those with one

GRAPH 17



NOTES:

Correspondents expressing no field of interest (26)
Those expressing one field (130)
Those expressing two fields (139)
Those expressing three fields (46)
Those expressing four fields (10)
Those expressing five fields (3)
Those expressing six fields (4)

OBSERVATIONS: The expression of two areas of interest proved the most common case, followed closely by those expressing only one area. Twenty-six correspondents provided us with so little information that we were unable to determine any interest in our established categories.

or no expressed interests and those with two or more. In doing so we were able to look for relationships between variety of interests and location, national origin, type of work, and type of organization. Each one of these characteristics proved to be related to the field of interest index in its modified, two-category form at a statistically significant level (.05 or better).[1]

Our analysis revealed that LDC national origin as well as LDC location were correspondent characteristics associated with greater variety of interests. In terms of work, "practitioners" tended to be on the high side of the variety index while "documentalists" were over-represented on the low side. "Research institutions" and "bilateral donor agencies" accounted for the largest part of the correlation between type of organization and variety of interests, the former favoring a disproportionate share of the zero-one category and the latter more than its share of the two or more index.

These results are quite parallel to those obtained in our analysis of types of requests. Individuals from developing countries, especially practitioners, exhibit a greater variety in the types of demands they make for Center services and in the range of topical development interests they reveal to us. As we proceed with the analysis of interest categories which

---

[1] An initial analysis using three collapsed categories instead of two also showed significant relationships. However, due to the high number of cells with fewer than five observations, we combined those correspondents having 2-3 interests with those having 4 or more.

88

follows, we will find a number of other cases in which particular interests tend to be related to correspondent characteristics, especially with respect to location and national origin.

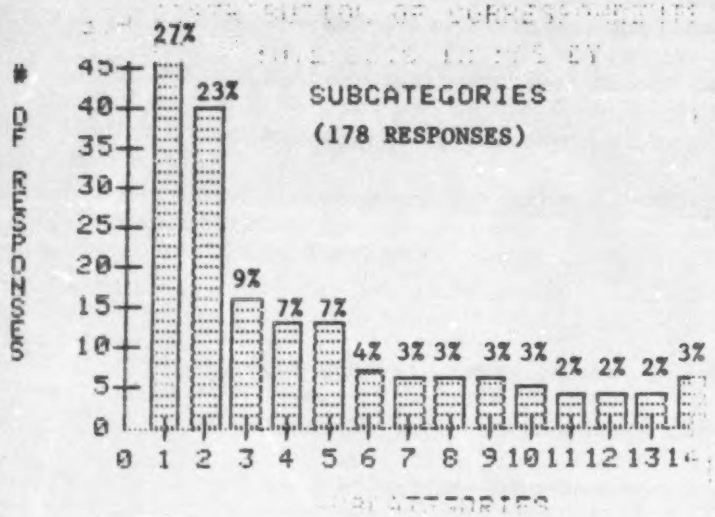
4. Areas of Interest

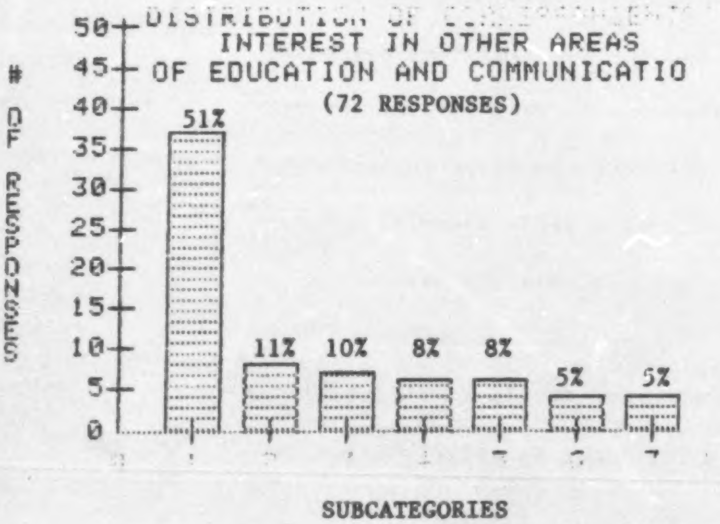
a. Education

Education, as the interest field which attracted the largest number of correspondents, provides a good starting point for our category analysis. Graph 18 offers a graphical illustration of the breakdown of education interests by subcategory. Given the importance of non-formal education in our network, we have separated all NFE-related interests and then summarized them separately from general education topics and related fields such as communication. The subcategories of interests are shown in Graphs 18 and 19. Our system of coding allowed for multiple responses to the different sub-categories so the combined responses are greater than the 213 network members expressing an interest in education.

We see that 37 correspondents were found to have an interest in education because they were involved in educational activities at post-secondary level while eight persons were involved at the nursery, primary and secondary levels. Seven individuals were deemed to have an interest in education because the word "education" appeared in their

GRAPHS 18 & 19





KEY TO NFE SUBCATEGORIES

1) General NFE
2) NFE for women
3) NFE for health, nutrition, and family planning
4) Teaching/research about NFE and women
5) NFE for skill training
6) Teaching/research about NFE
7) NFE for youth
8) Training NFE trainers
9) Developing NFE teaching materials
10) NFE for agriculture
11) Leadership/self-image training
12) Home economics
13) Literacy
14) Other (science, political awareness, consumer education, appropriate technology)

KEY TO OTHER EDUCATION AND COMMUNICATION SUBCATEGORIES

1) Correspondent at educational institution/university
2) Nursery, primary, secondary school
3) Other (word "education"appeared in title of organization or correspondent)
4) Communications (general)
5) Mass media
6) Cultural/WID awareness training
7) Audio visual

OBSERVATIONS

The largest category of NFE interest is general NFE topics. The second largest is that of NFE as it relates specifically to women.

position or organization title; they were placed in the residual category "other" for lack of any additional information. Twelve contacts wrote about general communications and/or mass media and four about audio visual techniques. We also exchanged letters with four organizations involved in cross-cultural training, one being specifically interested in WID-awareness training for development programmers and planners.

In terms of NFE interest, the largest subcategory is general NFE topics. The second largest category is that of NFE as it relates specifically to women, followed by that tying NFE to health topics. Graph 18 identifies fourteen subject areas which network members view as appropriate domains for the application of NFE theories and research. The best way to illustrate the diverse interests which correspondents link to NFE seems to be that of allowing a few of the correspondents to speak for themselves.

An American practitioner in Central Africa with an interest in NFE and agriculture writes about a training program:

> The first Farmer Scholar training program on Basic Food Crops was held. The training was enthusiastically received and appears very successful. The diplomas for completion of the course were highly prized. One instructor began lecturing, but after he shifted to "learning by doing" out in the fields the training became very successful. Women were almost totally illiterate and training needs to be simplified for them more than for the men.

An organization writing to us from Canada expressed the following interest in researching NFE as it relates to women:

> Our organization is undertaking a critical review of the extent and nature of women's participation in adult and non-formal education and of the implications for research and action that arise from the review.... Emphasis of the study is on the kinds of practical "lessons learned" and areas of needed research, as viewed by women, that will be of benefit to field-level workers and to policy-makers and programme planners.

A graduate student in the U.S. expressed an interest in literacy programs and science:

> I am very interested in science simplification and its utilization in literacy programs for women.

One last example comes from a member of the staff at an institute for food technology in West Africa who is interested in nutrition and the training of NFE practitioners:

> I am responsible for the testing of enriched local foods and training extension workers who will popularize these foods in rural areas.

These quotations are only four of the 213 expressions of interest in education, but they do give a feeling for the types of concerns being addressed by those working with NFE, and the methodology which we have employed to code their interests.

What relationships between interest in education and other correspondent characteristics did we find in our crosstabulation analysis? Again, location is significantly related, with those people in developing countries accounting for a much higher level of interest than one would anticipate given their percent of the total network. National origin follows the same pattern as location. Type of work also proved to be strongly related to interest in education with practitioners and planners both showing greater than expected interest. Our category of work entitled "other" accounted for those with less than anticipated interest in education.

b. Health

Leaving education now and turning our attention to health we find that 9% of our WID network members revealed some type of concern for health issues and activities. A few examples follow.

A midwife/nutritionist in Ghana tells us:

> I go out every morning with our van round the villages giving talks to mothers on childcare and nutrition, a kind of non-formal education.

An English correspondent succinctly describes the activities of his organization:

> ...we have a tropical child health unit (we prefer to call it pediatrics of poverty) through which we are attempting to raise the standard of child health in the villages and slums of developing countries.

Graph 20 provides the distribution of these 31 people among seven different subcategories. Nutrition is most popular followed by health education and family planning. It is perhaps of interest to note that family planning remains a more popular subject in the developed world with only 5 of the 16 correspondents in this category being located in LDCs despite the fact that 66% of health interests expressed were from LDCs.

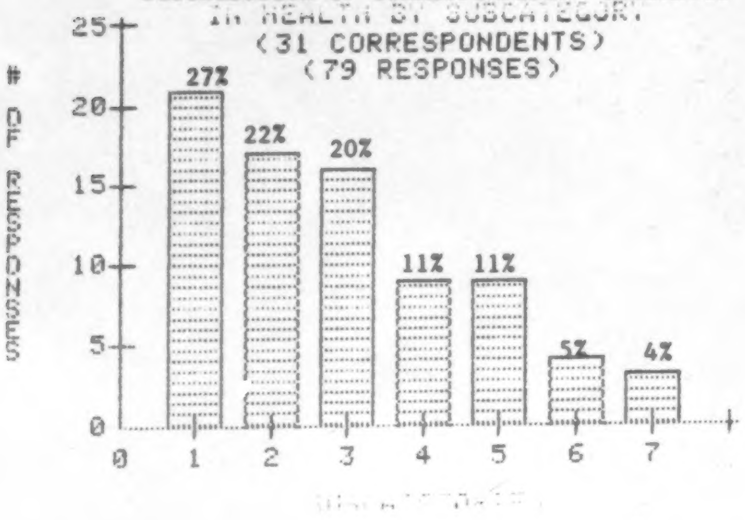
In terms of correlations, we again find that an unusually high percent of this group of correspondents is located in the developing world, however there is no significant correlation between health interests and national origin. We also find that practitioners account for 31% of the responses even though they are only 10% of our WID correspondents. Type of organization also proved to be related to health interests with "bilateral donor agencies" (10% of the network) representing 25% of expressed interest. "Non-governmental organizations" and "multilateral agencies" were also higher than expected while "research institutions" and "universities" showed less than anticipated interest in health.

c. Income Generation

Income generation is the third topic we will examine. Forty-nine correspondents or 14% of our WID network expressed an interest in this area. Approaches to income generation activities as they relate to development were varied as indicated by the ten subcategories summarized in Graph 21. Of greatest con-

GRAPH 20

DISTRIBUTION OF CORRESPONDENTS' INTERESTS



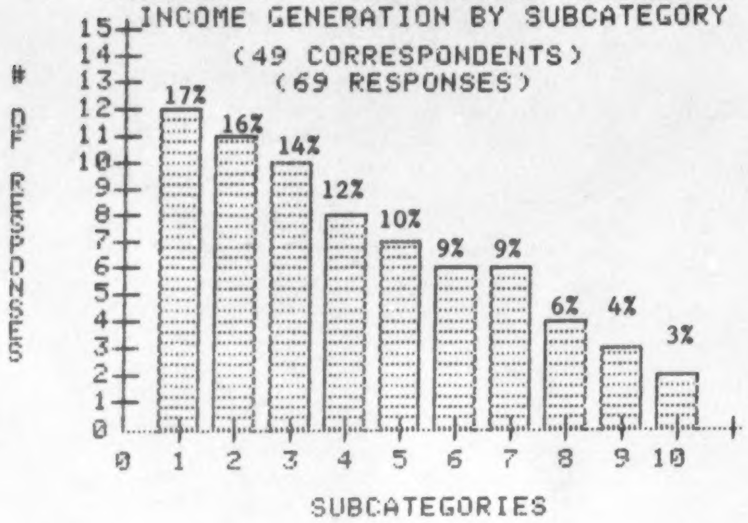
KEY TO SUBCATEGORIES

1) Nutrition (21 responses)
2) Health education (17)
3) Family planning (16)
4) Health as part of integrated rural development (9)
5) Health care delivery (9)
6) Manpower training (4)
7) General health interests (3)

NOTES: Of nine responses for health care delivery, six were village based delivery and three health center or hospital based. Of sixteen family planning responses, five came from developing countries and eleven from developed countries. The category for health as part of integrated rural development inclu five responses for health education, three for nutrition, and one for health care delivery; none were for family planning.

OBSERVATIONS: This graph illustrates the distribution of health interests among seven different subcategories. Nutrition is the highest followed by health education and family planning.

GRAPH 21



DISTRIBUTION OF CORRESPONDENTS* INTERESTS IN INCOME GENERATION BY SUBCATEGORY

(49 CORRESPONDENTS)
(69 RESPONSES)

SUBCATEGORIES KEY

1. SKILL TRAINING
2. COOPERATIVES
3. HANDICRAFTS
4. MANAGEMENT TRAINING
5. SMALL SCALE INDUSTRIES
6. INCOME GENERATION (GENERAL)
7. SOC/ECON STUDIES OF WOMEN'S ECONOMIC OPPORTUNITIES
8. SELF-IMAGE LEADERSHIP TRAINING
9. MARKETING
10. [illegible] CREDIT

OBSERVATIONS: The highest category of interest was skill training for income generation. Interest in cooperatives and handicrafts was also high. Management training was the fourth most popular category. Self-image and/or leadership training, marketing and savings/credit were the expressed areas of concern for a smaller percentage of correspondents.

cern to our correspondents was skill training for income generation, but interest in cooperatives and handicrafts was also relatively high. Management training which includes such topics as bookkeeping, inventories, procurement of inputs, and simple concepts of business organization was the fourth most popular category. Self-image and/or leadership training, marketing, and savings/credit were the expressed areas of concern to a few correspondents. Selected quotations help to illustrate the nature of these income generation concerns. A correspondent from the Philippines writes:

> Our main purpose is to develop a scheme of integrating rural women in nation-building through the development of a fund-raising model to provide continuous financial and technical support to group-specific income-generating activities. The self-actualizing method will be adapted in this project.

A Project officer with a U.S. aid agency requests:

> ... information on design of NFE training programs for adults and particularly on the methodologies for assessing which skills are demanded in a particular region.

The coordinator of a women's project in the West Indies describes part of their training program:

> The WAND Unit has initiated a programme of income-generating projects for women in the area of crafts and agro-industries. One priority of the programme is to explore the possibility of increasing the participation of women in the export of craft products. A unique aspect of the training programme is the inclusion of a Personal Development Component as an integral part of the training. The Personal Development Component is designed to help the participants to assess

> their needs (personal, family, economic) and interests and to develop some skills for meeting some of these needs... The rationale for the Personal Development Component is that women not only need skill-training but also the personal skills (increased self-image, self-confidence and assertiveness) to improve their economic and life conditions.

Another aspect of this same training program deals with management skills:

> A basic Book-keeping class will be introduced, once per week, for one hour. This class is in response to a request from participants, who indicated interest in learning basic costing and pricing techniques. These skills will also be vital when participants embark on income-generating projects.

In terms of relationships between interest in income generation and other correspondent variables, we again find that network members from developing countries and those of LDC national origin are represented to a far greater extent than one would anticipate. Those located in LDCs account for 74% of the interest but only 45.5% of our network. Those of LDC national origin represent 55% of the interest but only 31% of the network.

Type of organization also proved to be significantly related to income generation with "women's organizations", "non-governmental organizations" and "LDC governments" exhibiting greater than expected interest. "Universities" and "research institutions" occupied the ranks of those with less than projected interest. The correlation between type of work and interest in income generating activities was not statistically significant; however, we did note a tendency for "planners" and "practitioners" to show more interest than their size of the network would suggest.

d. Agriculture

Graph 22 illustrates the distribution of the 33 different responses recorded for the 30 members of the network finding agriculture of interest. Food crops, agriculture in community development and integrated rural development, agricultural extension, and cooperatives were the top four categories, each containing five responses. The remaining categories included those interested in gardens, animal husbandry, agricultural economics, mechanization and food policy. Again, a selection of quotations from our correspondence illustrates the nature of agricultural interests.

A social worker in Upper Volta describes her work in conjunction with a rice project:

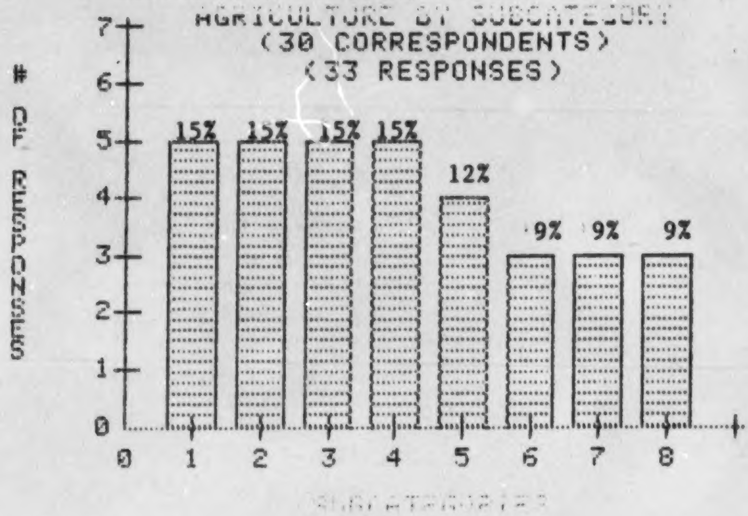
> In addition to the cultivation of the staple crop this project includes programs in nutritional education (gardening and small animal raising), health education (maternal-child health clinic), and small business development (crops) with the overall goal of improving the quality of life for rural women.

Also writing from Africa, an employee of a bilateral agency informs us that she is:

> ...working on feasibility studies and project planning for small holder dairies and up grading zebu cattle for beef and milk in Tanzania.

GRAPH 22

DISTRIBUTION OF CORRESPONDENTS' INTEREST IN AGRICULTURE BY SUBCATEGORY
(30 CORRESPONDENTS)
(33 RESPONSES)



SUBCATEGORIES KEY

1) Food crops
2) Agriculture in community development and integrated rural development
3) Agriculture extension
4) Cooperatives and agriculture
5) The word 'agriculture' appeared in title of organization or correspondent
6) Gardens
7) Animal husbandry
8) Miscellaneous (agricultural economics, mechanization and food policy)

OBSERVATIONS: Of the 30 correspondents, 16 are from Africa, 4 from Asia, 2 from Latin America and 8 from developed countries. It is noteworthy that African correspondents represent only 21% of our WID population but 53% of expressed interest in agriculture.

A Peace Corps volunteer in the Dominican Republic who wrote asking for information on NFE, health and nutrition added the following postscript:

> P.S. Any information on cooperatives or home gardens would also be gratefully appreciated.

Because we had so few correspondents in this interest category, our analysis does not permit us to point out any statistically significant relationships except in the case of location. Again developing country correspondents accounted for an unexpectedly large share of the agricultural interest. Also noteworthy is the fact that of this LDC interest, 16 correspondents were from Africa while only 4 were from Asia and just 2 from Latin America. "Practitioners" and "planners" showed greater than expected interest in agriculture, although not at a statistically significant level.

e. Women in Development and Women's Studies

Our remaining fields of interest, women in development and women's studies, are unique in that they are the only two categories not demonstrating a statistically significant relationship between location and the specified area of interest. In each of the areas already discussed (education, health, income generation, and agriculture), correspondents from developing countries far exceed their

101

expected response rate. In the case of these last two interest areas, however, correspondents from developed countries are slightly over-represented (though not at a statistically significant level) given their respective share of the WID network. This effect is illustrated in Graphs 23 and 24.

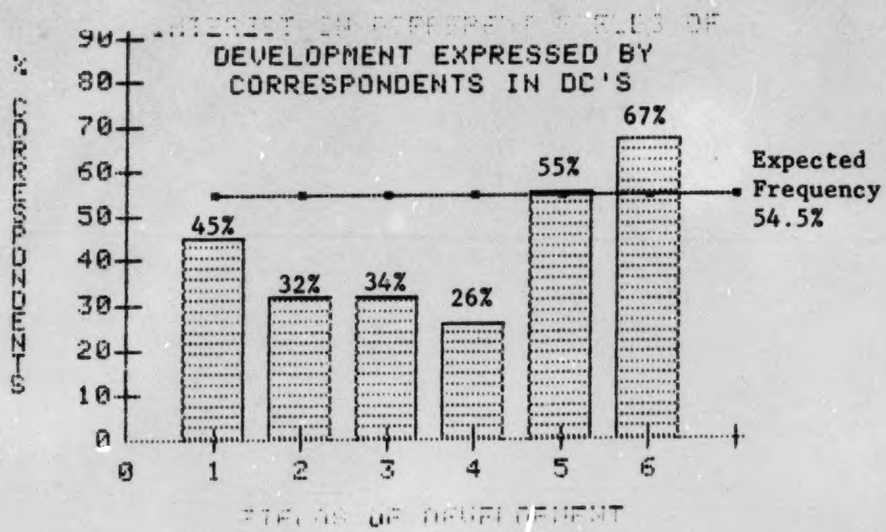
Before reporting on other noteworthy characteristics of these two interest groups, more precise definitions of the two categories are in order. Women's studies is a bit of a catchall for interest in fields traditionally associated with women such as home economics and family studies and for more sociologically oriented interests concerning the status and roles of women. By way of illustration we present a couple of comments which led us to code the correspondent in the women's studies category.

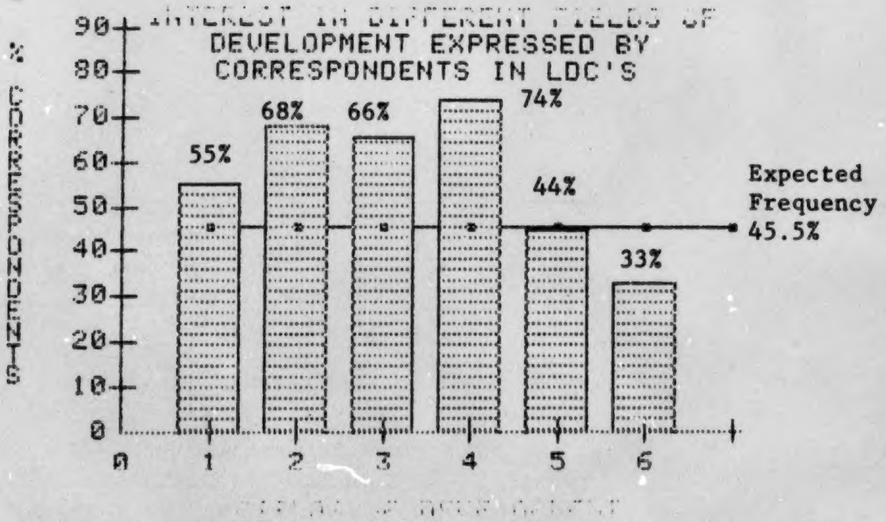
A correspondent in the U.S. describes one facet of her organization's work:

> The center is expanding its service to include documents on women's status and roles produced for mass distribution in communication for social development programs.

A women's research organization in Bangladesh describes their goals and activities as follows and is therefore included in the women's studies category:

GRAPHS 23 & 24





KEY TO FIELDS OF DEVELOPMENT

1) Education 2) Health 3) Agriculture 4) Income generation 5) Women in development 6) Women's studies

NOTE: Vertical bars represent percent of correspondents (either DC or LDC) demonstrating interest in each category. The horizontal line labeled "expected frequency" represents the percent of either DC or LDC correspondents we would expect to show interest in each category given the distribution of network participants between DCs and LDCs.

> ...to research the lives of the women of Bangladesh and present the findings in published form....we need not only more rural research but also more in depth studies. There was definitely need for secondary source research and compilation work when the group started and the nature of work must change with the changing need. Accordingly, our future publications, in hand, are going to be more primary source data oriented. Research and statistics are for the use of the society. We would like to see this newly generated information about our women become an integral part of the syllabus of education, sociology, economics, anthropology, etc. in both formal and non-formal curricula. There has yet been little effort to collect or disseminate information about women in Bangladesh. There is clearly a need for an independent research effort which can throw light on vital issues of concern which have impact on women.

A professor writing to us from the home economics department of a university, or a Peace Corps volunteer teaching home economics in a girls school are additional examples of interest which would be coded in this category.

The category of women in development is the one which received the most liberal application of latent content analysis. As already discussed in our section on methodology, we believe that many NFE Information Center correspondents are in fact working in development activities with women but do not see a need to make a distinction between their women-oriented activities and those with the community at large. Fortunately, we were able to include a number of these people in our analysis because they did let us know that they were indeed working with women.

Our interest category of WID was designed to compare the characteristics of these correspondents who are working on behalf of WID within a broader family and/or community framework with those of correspondents who consider women to be a unique target group which one can disaggregate from other development activities. A quotation from a correspondent who was not listed in the WID category helps clarify the distinction we are trying to make:

> I am an agricultural economist working on a small-farmer food production project, located in two parts of Central Togo. An important aspect of our work is to provide "extension" services to several hundred farmers, about half of them women.

This correspondent did not request WID specific materials, nor single out his women farmers as a special target group; he simply mentioned that he was working with a group of farmers which included both men and women.

By way of contrast, we present the following series of quotations to illustrate what we do mean by a WID interest. A Latin American correspondent working for a women's organization writes:

> Our Information Center is running a small communications program for rural women in Costa Rica.

A correspondent from a U.S. university writes:

> In addition to teaching and research interest about women in Africa I am a campus representative for a recently funded Center for Women in Development within the Southeastern Consortium for International Development.

A Peace Corps volunteer describes his work with women in Liberia:

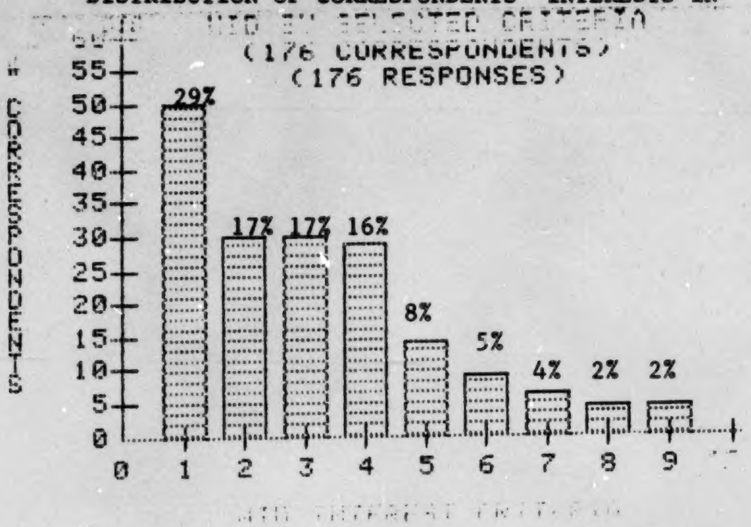
> ...organizing regional groups to meet and initiate surveys to help identify specific needs that women feel concerned about.

In addition to correspondents such as those quoted above who indicated that they are working primarily with women, any correspondent affiliated with a women's organization or service was considered to have WID interest, as well as those whose position title indicated specialization in women's affairs.

Graphs 25 and 26 illustrate the distribution of WID and women's studies interests among the various sub-categories identified. As far as WID is concerned, the largest subcategory is that of individuals working for women's organizations or having a job title specifying work with women. The next two largest categories are those working specifically with women at the grassroots level and those doing research or teaching on WID topics. Research is also an

GRAPH 25

DISTRIBUTION OF CORRESPONDENTS' INTERESTS IN

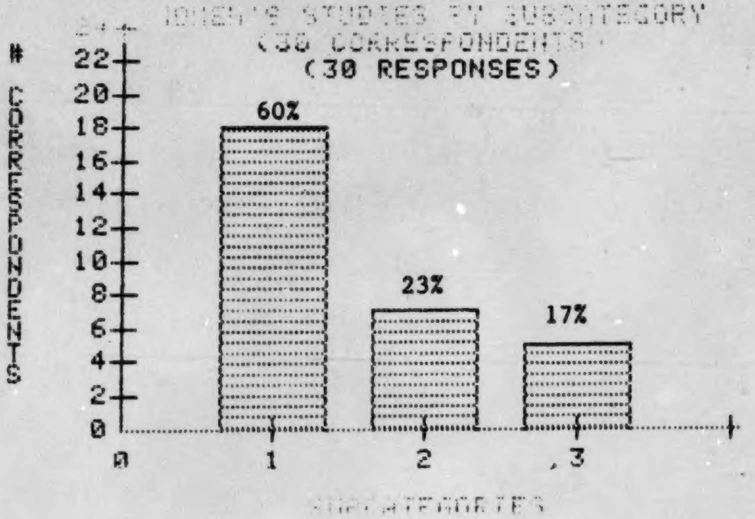


KEY TO WID INTEREST CRITERIA

1) Organization or job title indicates WID interest (50 responses)
2) Research or teaching on WID topics (30)
3) Working specifically with women in developing countries (30)
4) Requested WID services or publications (29)
5) Sent WID publications to Center (14)
6) Designing WID projects (9)
7) Attended WID conference (6)
8) Seeking or advertising WID employment (4)
9) Comments about WID in correspondence (4)

GRAPH 26

DISTRIBUTION OF CORRESPONDENTS' INTERESTS IN



KEY TO SUBCATEGORIES

1) Women's studies (18 correspondents)
2) Family studies (7)
3) Home economics (5)

NOTE: Of correspondents classified in category one, eleven were involved in research; of those in category three, two were in research and one in teaching. Category two includes five people whose title alone indicated work in home economics.

important aspect of the women's studies interest component, accounting for 13 of the 30 correspondents.

Our crosstabulation analyses of these interests provided results which tended in several instances to be the inverse of trends noted for the other four interest criteria. We have already commented on the fact that in terms of location Third World representation in these categories is significantly diminished in comparison to the relatively higher than expected interest in education, health, income generation, and agriculture. We see a parallel here to our finding that requests for "WID-only" publications were less popular among correspondents located in less developed countries, while requests for publications in "both WID and other fields" were less common among those in developed countries. National origin again follows the same trend as location; those of Third World national origin are not demonstrating greater than anticipated interest in WID or women's studies as they did in other development fields.

In terms of type of work, the relationship was not statistically significant but there was a tendency for "researchers/evaluators" and "others" to demonstrate greater than expected interest in WID while "practitioners" and "documentalists" were on the low side. Due to inadequate responses in the category it is difficult to quantify the relationship between women's studies and work, however, there were no "practitioners" included in the women's studies category and "research/evaluators" were over-represented. Type of organization was highly related to interest in WID with the largest part of the relationship being accounted for by a high response rate from "women's organizations" and a low rate from "research institutions". The high response rate from "women's organizations" is a function of our definition of WID interest which included all organizations specifically catering to women. Again, women's studies is more difficult to analyze but the trend in terms of organizations was that of a high response from "universities" and "multilateral organizations" coupled with a low response from "women's organizations".

Interpretation

Again, as we did in our analysis of requests, we must ask ourselves what we can learn from this analysis of WID correspondents' interests. What hypotheses can be proposed and what are the implications of these hypotheses?

In terms of interests expressed to the Non-Formal Education Information Center, our correspondents seem to fall into two identifiable groups -- those oriented toward specifically WID topics and those with interests in WID as well as other general development issues. Type of work, location, and national origin seem to determine whether a WID correspondent expresses an interest in WID-specific issues or in the wider range of WID-related development fields. The results of our analysis show that interests in both WID and the development fields of education, health, income generation and agriculture are expressed by a disproportionately large portion of Center correspondents who work as practitioners or planners, who live in developing countries, or who are of developing country national origin. Conversely, those working as researchers and evaluators, or living in developed countries, or of developed country national origin show significantly less than anticipated interest in general development topics, prefering to focus their attention on more precisely defined issues of WID and women's studies. These observations parallel those made in section IV.B. on the preferences of DC correspondents for WID-only requests as contrasted with the requests of LDC correspondents for WID and non-WID publications.

The hypotheses presented at the conclusion of section IV.B. concerning characteristics of correspondents' requests, access to published materials, and differential roles of WID correspondents vis-a-vis the development process appear to be equally valid as explanations for the patterns of interests identified in the present section. Having found these patterns in our analysis of requests, which relied solely on manifest content, as well as in our analysis of interests, which used both latent and manifest content, we feel comfortable in suggesting that they are trends with important implications for policymakers and planners. One implication concerns the issue of whether or not "researchers/evaluators" should try to broaden the focus of their work. Or, should intermediaries be employed to transform the macro-summeries of researchers into forms more relevant to the needs of planners and of practitioners, for example. We might also ask if there isn't more that can be done to assure that researchers have better access to the documentation of WID field experiences deriving from project implementation activities.

Another very important set of questions raised by the results of this analysis concerns the establishment of information networks in the Third World. The NFE Information Center is presently assisting a number of LDC organizations which are building networks similar to our own. The fact that LDC correspondents tend to rely on information centers for a much broader range of materials and services than do DC correspondents will certainly have to be considered when planning and budgeting for networks serving Third World interests. Information centers which are broad-based, in terms of both interests and kinds of users, are likely to require greater commitments of time, personnel, and funds.

We will return to a more in-depth discussion of the issues raised above in the concluding discussion of the implications of our study found in section VI. Before focusing on these implications, however, we present a brief discussion of networking as it relates to information exchange and knowledge generation among participants in the NFE Information Center Network.

D. WID Networking

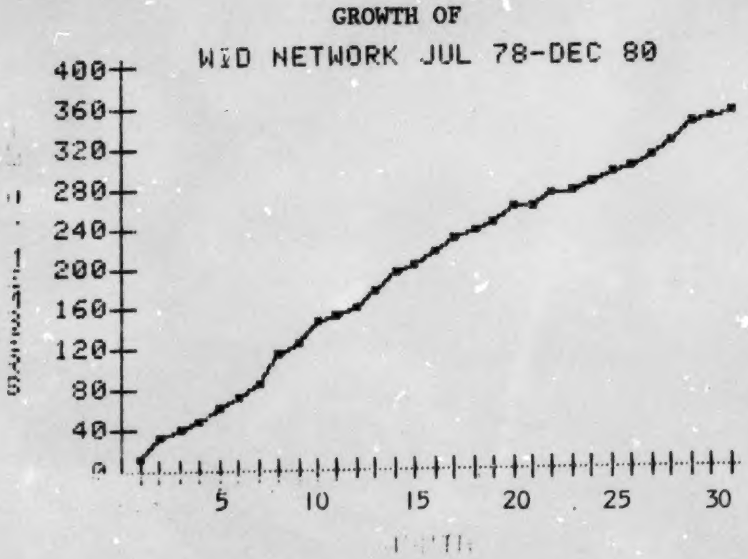
The analysis presented thus far has pointed to certain patterns reflecting the wide variety of interests and needs of those who participate in our WID network. In the analysis we regarded the network as a given and suggested that our findings, and the hypotheses which we have proposed to interpret them, may be representative of patterns which would be found by examining similar WID information networks.

At this point in our discussion, we would like to change our perspective. Instead of looking at the network as a "fait accompli" to be analyzed, we want to spend some time looking for those special ingredients which give a network vitality and enable it to grow into an instrument of effective information exchange among diverse individuals.

We begin this examination of network building by looking at growth trends in the NFE/WID network and then turn to a discussion of how participants first hear about the Center. This is followed by some observations on the role of personal contacts, referrals, Center correspondence, and Center publications.

Graph 27 illustrates the growth of the WID network of the Non-Formal Education Information Center from July 1978 through December 1980. In general, growth has been steady with approximately twelve new WID correspondents joining the network per month. There have been occasional growth spurts (e.g., January and April 1979 with approximately 30 and 22 new members, respectively) as well as lulls

GRAPH 27



GROWTH OF
WID NETWORK JUL 78-DEC 80

(e.g., February and April 1980 with only 2 and 4 new members for each period).

It is easier to describe such a growth trend than to explain just how it occurs. Were we able to identify all the links within the network and to trace the flow of different kinds of information through them, this would help explain some dimensions of the network's development. But we must also consider the quality of exchanges within the network and the various functions which the network may serve for its diverse participants.

The following report of finding concerns the networking dimensions of the WID-related activities of the Non-Formal Education Information Center. It is not here intended to be an exhaustive analysis of networking but, rather, to highlight several aspects of the dynamics occurring.

1. Nature of first contact with the NFE Center

How a correspondent first comes to hear about the work of the Center is unknown to us in 48 percent of the 358 cases. Of those correspondents who identified how they came to know about our work, the majority had seen a Center publication. The next important sources of contact are learning about the Center through communication initiated by the Center, referrals, and hearing about the Center at a conference or workshop. Nineteen of those who know about our work do so because they are at MSU and five individuals mention having seen reference to our work in non-Center publications.

Though the findings are not statistically significant, we attempted to see if there are any differences in the nature of first contact with the Center according to geographic origin (DC or LDC) of the correspondent. Only one strong pattern emerges: in most cases (specifically, where contact was initiated via Center publication, non-Center publication, initial Center contact, or being at MSU), the percentage of DC correspondents is higher than the percentage of LDC correspondents. Equal numbers of first contact due to referrals came from LDCs and DCs and, it is only as a result of workshops and conferences that a higher percentage of LDC than DC correspondents contact us.

Two cautions are crucial with regard to this part of the analysis, however. First, we have data for this variable on only 52% of WID correspondents and it is possible that we are likely to have more information on those correspondents who reside relatively close to the Center. Second, we are concerned that our data relating to workshops and conferences is slightly over-represented, as the Center provided two training workshops on Women in Development for African women (one each in 1978 and 1979).

Our research also looked at how first contact with the Center varies with type of work. Again, our findings are not statistically significant and the largest percentage of nature of first contact in each category of work type is "unknown". Nevertheless, we find some interesting differences among categories. Ignoring the "unknown" category, we find that most "practitioners" came to know of our work through Center publications and most "planners" and "researchers/evaluators" hear of our work through referrals and through Center publications. "Professors" tend to hear about our work through seminars or workshops and "documentalists" and "administrators" through Center-initiated contacts.

As we know that individuals involved in different kinds of work hear about the Center's services from different sources we have clues as to how to incorporate specific sub-groups into the network. The evidence suggests that different kinds of services reach different groups and that if a network is to be effective it must offer services appropriate to the groups it wishes to involve. The services might include lists of print resources, a publication, or the names of other organizations and individuals engaged in similar kinds of work. They might also include encouragement of someone's work or critical assessment of it when that is sought.

2. Value of personal contact

Given the size and geographic distribution of the NFE Information Center network, it is interesing to note that a relatively large number of WID-correspondents (26%) have had some form of in-person contact with the Center. Ten percent have either visited the Center or attended a workshop or conference at MSU. Four percent have met Center staff at conferences in the U.S.

and one percent have met Center staff at an international conference. Many would argue that face-to-face contact is crucial to effective networking, yet our data do not totally support this.

Believing that individuals who write to us frequently find our services useful, we compared the number of letters written by individual WID correspondents who have had in-person Center contact with the number of letters written by individual correspondents without such contacts. We find that those who have had in-person contact with the Center tended to have written to us one or no times. Whereas individuals who have not had in-person contact with the Center tend to have corresponded with us at least twice. Thus, it seems that face-to-face contact is not positively correlated with an increase in the number of times a correspondent writes to or calls the Center.

As this finding is contrary to what many believe about networking, we attempted to identify variables (in addition to number of times a correspondent writes to the Center) that represent a "high quality" of exchange. We looked at the relationship between face-to-face contact and three other variables: variety/complexity of requests made, contributions of publications to the Center, and fullness of explanation of correspondents' needs. We find that face-to-face contact is not related to variety/complexity of requests made or to publications contributed to the Center. Moreover, we find that individuals without in-person contact provide much more information about their WID-related needs than do those with such contact. This is not to say that in-person contact is not important, however. For example, a colleague wrote:

> Thank you for taking the time to talk with me during my visit to MSU. I believe we have begun to think about some exciting possibilities for a future communications network among organizations involved with development information.

This leads us to conclude that there are many dimensions to networking -- one of which is face-to-face contact. Another seems to be the quality of the exchange. The results of our analysis suggest that the former is particularly important in building network size and allowing for Center publications to reach a larger audience regularly whereas correspondence and publications seem to play a much more important role in terms of substantive interchanges under certain conditions. We will comment further on this later.

3. Referrals in networking

As referrals are generally considered important in networking, we decided to examine data on the 42 individuals who were referred to the Center. Our data suggest that males are making substantially more referrals than their share of the WID network. Fifty-two percent were referred by females, 41% by males, with 7% unknown, while the WID network is 72% female, 20% male with 8% unknown gender.

Besides examining WID correspondents who were referred to us, we thought it important to attempt to identify the extent to which WID correspondents were referring their colleagues to us. We are aware that 27 (of the 358) WID correspondents have referred others to us. The majority of these (20 persons) referred one person, five referred between two and five, and two referred more than five persons. Although it appears as though WID correspondents are not making many referrals to the network it is instructive to look at these 27 cases and identify some possible trends that might be examined in the future on a larger data set.

In this regard, we turn first to selected characteristics of those who were referred to us. Fifty-six percent of the persons referred to us were female, seven percent male, and the remainder, gender unknown. The LDC/DC relationships are important in the NFE/WID networking. We find that, of those referred to us, 44% are of LDC and 37% are of DC national origin, 66% live in LDCs and 26% live in DCs. (The remaining percentages represent unknown data.) Thus, we find that most people referred to us are female, of LDC origin and/or live in LDCs.

An examination of the 27 WID correspondents who made WID-related referrals is also in order. We note that LDC nationals referred only fellow LDC nationals.[1] This does not hold for DC nationals;

---

[1] However, we only had three LDC nationals making referrals.

half of the individuals referred to us by DC nationals are LDC nationals. Similar results occur when one considers geographic origin. Persons residing in LDCs refer colleagues in LDCs and individuals living in DCs refer more LDC than DC colleagues. This is to be expected in light of the information we have on those referred to us, but it is important to note many of the DC people in our network appear to be actively involved in extending the network among LDC people.

4. Correspondence in networking

As most participants in our network are separated by great distance, letters are an important mechanism for keeping in touch. They serve, in part, as a way for individuals to let us know what kinds of resources they need to be more effective in their work. For example, two WID correspondents made the following requests:

> I have extensive experience in training paramedics, village midwives, undergraduates and post graduate medical students. I have also developed programs for school children as well as landless peasants. Please feel free to supply me with any reading materials or information that you think will improve my techniques and upgrade my teaching ability.

* * * * *

> Please send me a copy of your publication, "Non-Formal Education for Women in Bangladesh". The Community Development department in which I work has the responsibility of promoting all adult education programmes in my state of Nigeria. This particular publication will therefore be of immense use to my department in its women programme.

The Center makes every attempt to answer these kinds of requests carefully and promptly, giving attention to the details in the letter and, when warranted, selecting a few highly relevant publications for the person. All responses are unique. Our analysis shows that in almost every case we write a response to every letter we receive; sometimes we follow our initial response with a second, more detailed one. All mail is sent by air to avoid the long delays that often accompany surface mail.

The personal concern, individual attention and promptness are appreciated as is evidenced by the following:

> Your address of Ms. ___________ is also very useful and I will write to her right away. Thanking you once more for your help.

Moreover, the Center is finding that it is increasingly being solicited for both advice and "moral support". For example, three correspondents wrote:

> Could you give me some advice on how to become involved in non-formal education programs, preferably for women in the Third World (especially Africa) ... Also could you suggest organizations which sponsor non-formal programs overseas?

* * * * *

> We work with village women essentially, although men's groups are also welcome to participate. In this program, we are so to speak a "jack of all trades"; depending on village interests, you might find yourself teaching sewing/tiedying to women or helping organize and seek financing for well construction, in order to start a small garden group.

> I desperately would like to receive your newsletter and if you can advise me of materials that would help me in developing new approaches/strategies, this would be highly beneficial ... I also need some sort of summary of Non-Formal education techniques that work well. I myself am lacking in a knowledge of small group dynamics -- can you help me?

* * * * *

> I would very much appreciate your comments on the attached paper, prepared for a meeting at the University of ______ on Home Economics and Agriculture. It is rather a preliminary effort, but the response I received ... has encouraged me to think that some of these ideas may be worth pursuing. More specifically, I would welcome your thoughts on the practical implications of these ideas: do you see consequences for the structuring of extension services? for curriculum revision? for research? I am especially interested to know if you have come across any existing research about what rural people (especially women) know about agriculture (or other aspects of their work or health).

5. Publications in information networking

As part of an exchange network, we are concerned both with the contributions of information from network participants and with dissemination of information in synthesized forms suitable to diverse users. The notion of exchange is extremely important as the Center network is only as strong as the quality and extent of its exchange linkages.

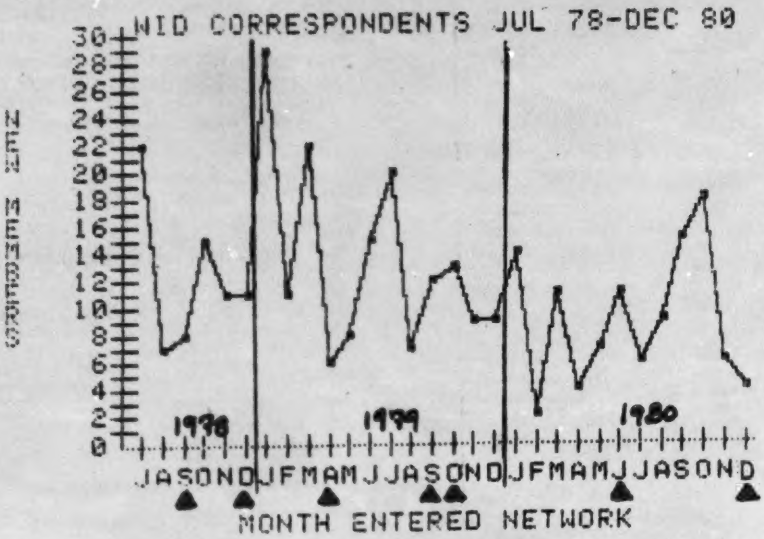
On average, the Center receives more than 120 publications and fugitive (unpublished or inaccessible) documents each week, many of them WID-related. We examined the WID correspondents to determine whether they were actively participating in our exchange network and, if so, whether they tended to contribute WID-related publications. Of the 358 individuals, 163 persons contributed materials during the study period. We note that 117 individuals, fully one-third of the WID correspondents, contributed materials with WID content.

All the materials contributed to the Center serve as a basic resource for various Center services. In particular, it is from this collection that the materials for The NFE Exchange are selected. We find that there are fairly strong relationships between sending out issues of The NFE Exchange and new WID correspondents entering the network. Graph 28 shows the number of new WID correspondents by month. The mailing dates of the various issues of The NFE Exchange are also listed. The graph indicates that the number of individuals requesting that they become part of our network tends to rise soon after publication and distribution of each issue of The NFE Exchange. It seems clear that this publication has a marked impact on the growth of the WID network. Usually there are two peaks in terms of the number of new correspondents, one very soon after and one about two months after each issue is mailed. We believe the two peaks after the mailing of an issue reflect the difference in time it takes for the publication to reach individuals in the U.S. and Canada, compared to the time it takes for delivery in other countries. Of particular interest is the increase in what we hypothesize as new LDC-based WID correspondents after issue no. 17, on Literacy and Development. As there are many more non-literate women than men in virtually all African, Asian and Latin American countries this issue was probably of particular interest to WID correspondents in LDCs.

In sum, we find that individuals tend to value a high quality of exchange and that one of the ways they measure this is in the utility of the material and referrals they receive from the Center. In fact, those most active in the network are those who feel that the information from the network is enhancing their

GRAPH 28

GROWTH OF WID NETWORK IN RESPONSE TO THE NFE EXCHANGE



Raw data plotted showing number of new members joining WID network each month. Peaks are correlated with publication of the Center periodical The NFE Exchange:

9/78	NFE and Entertainment
12/78	Women in Development
4/79	Training for Development
9/79	New Roles for Health Workers
10/79	Generating Income Through Group Action
6/80	Literacy Programs
12/80	Children

Note: Most dramatic response was after issue on "Women in Development".

work. Some excerpted examples include:

The materials you will be sharing with us will, therefore, go a long way and will be very useful as reference materials for this project and other NFE activities of our "Self-Employment Assistance Project for Rural Women."

* * * * *

The Center's studies on topical information have been of great assistance in my work here and are being shared with other volunteers throughout the Dominican Republic.

* * * * *

The bibliographies and newsletters will go into the USAID office working files for everyone to use. They are of much use to me now. The Food and Agriculture Officer and Women in Development Officer will also, I'm sure, find them useful in their project planning studies.

* * * * *

I am deeply impressed and stimulated by your newsletter and just hope it doesn't take forever to receive it -- you know how the post is.

* * * * *

We would like to continue receiving The Exchange as it offers valuable information in our pursuit to expand our programs.

* * * * *

We are ... experimenting (in Central America) with NFE materials and techniques in the training of a group of midwives and for work with mothers' groups ... During the life of the project I became involved in the production and use of visual aids, educational games and popular theatre. I wrote a manual in Spanish directed at rural health technicians dealing with these areas as well as the philosophy and practice of adult education ... So far we have used socio-drama successfully and are field testing a board game that deals with the diseases against which the Center is vaccinating plus other more general health problems of children and mothers. I will be in touch, perhaps submitting a short summary of what we are doing.

V. Summary of Recent WID-Related Inquiries

An examination of the most recent correspondence of the Non-Formal Education Information Center reveals an increasing interest in WID-related activities and publications. In the first three month period of 1981, 90 WID-related pieces of correspondence were directed to the Center (see Table 1), representing 11% of all inquiries received. Of these, 60 requests resulted in the addition of as many new correspondents to the WID network. The remaining 30 pieces of correspondence reflect continuing contact by previous WID network members.

Of the 90 pieces of correspondence received in January, February, and March, 1981, 69% was from females, 20% was from males, and the gender of 11% of the correspondents was unknown (see Table 2). This ratio of females to males indicating involvement in WID-related activities is consistent with earlier findings (slightly greater than 3 to 1).

The number of requests for WID publications and WID topical print resources is substantially higher for the three month period than might be expected based on previous findings. Of the total 44 requests received for WID resources, the largest number of requests for one month, (17) came in the month of February. (See Table 3). Although more correspondents who have written to us to request WID information are from DC's (25) a substantially high number of correspondents have written to us from African (10) and Asian (8) countries as well, with just one request from Latin America.

Most of the individuals who have requested WID information from us are directly involved in WID activities:

> I am carrying out a study on the "Factor's which affect Women's Participation in NFE Programs in Tanzania". I would appreciate if you would send me any materials that you may have on "Women and NFE".

* * * *

> Last July, we were asked...to carry out a survey on "Households Run by Women Alone" in the area, and to write a report... about their way of life and problems. We would like now, with the women and the Community Development Assistant, to analyse the actual problems of their daily life and see what can be done to, at least, alleviate them through better community organization, appropriate technology, food production and processing, etc... The ultimate aim being to help the women to improve their status and increase their participation in decision making at all levels.

* * * *

> Our office tries to co-ordinate and assist women's groups in the Pacific region.

* * * *

> We should be particularly interested in a bibliography dealing with women in the Sahel, as we are starting to set up a Women in Development Resource Center.

The NFE Information Center encourages an exchange of publications and information. In the first quarter of 1981, the Center received a total of 78 publications specifically related to WID. While the overwhelming majority of these publications were sent by individuals and organizations in DC's (68), the remaining 10 publications originated from LDCs. (See Table 4).

A further analysis of recent correspondence reveals that there has been a consistent monthly increase in offers to share WID materials with the Center. (See Table 5). Of those in LDCs who have sent us publications and other materials, the area of the world most frequently represented has been Africa. The following quote illustrates the exchange of resources which is occurring within the Network:

> My wife and I have been receiving the NFE Exchange for several years now and we thought that you might be interested in learning of the enclosed study...We were able to implement a country wide study of the training needs of low income women..for establishing and managing small businesses.

The high volume of WID-related correspondence received by the NFE Center from January 1 - March 31, 1981 illustrates a dramatic increase in WID-related interests among NFE Network members. During the three month period, 60 WID correspondents asked to be added to the mailing list to regarlarly receive The NFE Exchange. This signifies a monthly increase of approximately 67% over the period, July 1978 - December 1980.

This increase suggests two possible explanations. On the one hand, it is very likely that our procedures for identifying WID correspondents during this three-month period were highly accurate. It was much easier and more precise to tag new, incoming correspondence as WID-related, than to pore through the approximately 4500 correspondence files looking for any of the nine criteria established to define WID correspondents. This is further reason to think that we have undercounted WID correspondents. On the other hand, it seems clear that there is a trend toward expanding interest in WID-related activities and information and we are witnessing a substantial increase in resulting WID-related correspondence with the Center.

TABLE 1:
Total WID correspondence, January - March 1981

JANUARY		
Total mail received	264	100%
Total WID-related corr.	24	9%
FEBRUARY		
Total mail received	251	100%
Total WID-related corr.	33	13%
MARCH		
Total mail received	287	100%
Total WID-related corr.	33	12%
TOTAL FOR THREE MONTHS		
TOTAL MAIL RECEIVED	802	100%
TOTAL WID-RELATED	90	11%

TABLE 2:
Disaggregation of WID-related correspondence, January - March 1981, according to gender of correspondent

	MALE		FEMALE		UNKNOWN		
JANUARY	6		16		2		(24)
FEBRUARY	5		23		5		(33)
MARCH	8		22		3		(33)
TOTALS	19	(21%)	61	(68%)	10	(11%)	(90)

TABLE 3:
Request for WID publications and WID topical print resources, according to geographic origin, January - March 1981

	LDC's			DC's	
	Asia	Africa	Latin America		
January	4	2	0	7	(13)
February	4	5	0	8	(17)
March	0	3	1	10	(14)
TOTALS	8	10	1	25	(44)

TABLE 4:
Actual number of WID publications received, according to geographic origin

LDC's			DC's	
Asia	Africa	Latin America		
1 (1%)	7 (9%)	2 (3%)	68 (87%)	Total: 78

TABLE 5:
Disaggregation of correspondence related to WID publications offered to the Center according to geographic origin, January - March 1981

	LDC's			DC's	
	Asia	Africa	Latin America		
January	0	2	0	7	
February	1	2	0	9	
March	0	1	1	11	
TOTALS	1	5	1	27	Total: 34

We turn finally to a summary of our key findings from this study and offer interpretations of them.

VI. Summary of Key Findings, Implications and Conclusions

A study was made of 358 persons who directed inquiries related to women in development to the Non-Formal Education Information Center between July 1978 and December 1980. It was found that:

1. More than two-thirds of the Center's WID correspondents are women. Almost one-half of all WID correspondents live in the Third World countries, and almost one-third are of Third World national origin.

2. Nearly half of the persons identified as having WID-related interests sought publications not exclusively concerning women in development but on a broader range of human resource development topics. Nearly one-quarter of those identified sought no WID-specific publications and requested only materials on more general development topics.

3. Those correspondents expressing personal and professional interests covering a wide spectrum of development topics tended to be located in the Third World or to be of LDC national origin.

4. Those correspondents with more precisely focused WID-specific requests and interests were more numerous among those living in DCs or of DC national origin.

5. When location and national origin are considered simultaneously, location has a stronger influence than national origin on types of interests expressed and publications requested. (E.g., a correspondent of DC origin living in the Third World tends to express a broader range of interests than those DC correspondents living in the industrialized world.)

6. Correspondents working as researchers/evaluators and professors tend to express interests much more sharply focused on specifically-defined WID and women's studies issues, while practitioners and planners show concern with a broader range of development topics (health, agriculture, income generation, education, women in development and women's studies). This finding is correlated with data related to location, as network researchers/evaluators tend to be predominantly located in developed countries and planners and practitioners in developing countries.

7. While in-person contact does not appear essential to effective and on-going networking, it does help build network size. Of greater importance in promoting information exchange concerning WID seems to be the quality of the exchange (which may be effectively achieved via correspondence), both in terms of substance (e.g., detail and utility of response regarding WID interests) and style (e.g., degree of personalism, provision of individual comment and encouragement).

8. DC persons play important roles in extending the WID network into LDCs, and men are relatively more active in making referrals

to the NFE Information Center WID network than are women.

Two different but overlapping hypotheses are offered to explain the finding that Third World correspondents in the NFE Network favor requests for materials covering more than narrowly defined WID topics while developed country correspondents seem to focus on the specifically WID-oriented publications offered by the NFE Information Center. The first hypothesis concerns general access to published materials and the second derives from the different roles of the two groups vis-a-vis development activities.

In terms of general access to published materials, we are inclined to hypothesize that Third World correspondents rely on the NFE Information Center for a broad range of materials because they do not have information about nor access to the vast library holdings and information networks which abound in the developed countries. In addition, provision of publications free of charge for LDC correspondents may also provide an incentive for those with fewer monetary resources to request as many relevant materials as possible. On the other hand, cost is less of a constraint for DC correspondents and they also have access to many alternative sources of information. DC development researchers and planners may regard the Non-Formal Education Information Center as one of the better sources of information in the U.S. on WID and therefore send their inquiries to us while also writing to others for particular information in such areas as health, agriculture, population, employment, etc.

While we think that access explains some of the variability in request patterns, we also believe that correspondents in developed countries may have different roles vis-a-vis development than those in developing countries. These differences are reflected in the tendency of the former to have more specialized interests, and the latter broader frames of reference. The results of our analysis of types of work and organization help to illustrate these role differences. The high rate of requests for "WID-only" information comes from university affiliates and researchers, those who are most frequently removed from "hands on" development activities. The low preference for requests restricted to WID-only information comes from planners/programmers and from practitioners, those usually closest to the realities of the field. Our second hypothesis is that the closer one is to actual project implementation activities which relate to women, the greater is the range of activities in which one must be prepared to participate and the greater the need to draw from the knowledge bases of different disciplinary and sector areas.

Whereas researchers may be charged with making conceptual summaries of knowledge concerning women in development, those planning and implementing projects in developing countries are faced daily with complexities which cannot be neatly segmentalized. Researchers are trained to hold contextual variables constant as they examine one phenomenon, such as the cognitive learning patterns among preliterate women of a particular area. Practitioners and program planners, on the other hand, often find that theoretical pieces on one aspect of the subject of women in development, may give them a new perspective but inadequately address the totality of circumstances comprising their work in development. They appear to require not only specialized knowledge of various aspects of women in development, but especially knowledge which helps them to pragmatically integrate the broad range of basic needs and other concerns which they must address as a contextual unit.

The researcher's contribution to our understanding of such problems and topics as women's changing statuses and economic roles, patterns of domestic servitude, cross-societal reproduction and production ratios, or images of women in LDCs as reflected in their media, is of enormous importance in making macro-summaries--in scientifically extending the frontiers of our knowledge. For it is through such specialized efforts leading to new theoretical formulations that new awarenesses are generated among practitioners as well as among fellow researchers. Certainly the publication The NFE Exchange, with its special inclusion of WID topics and resources, is a case in point as we evidenced an increase in WID-related inquiries following the distribution of each issue. So, too, we would hypothesize that the macro-summaries conducted on, for example, female heads of household in LDCs, the comparative functionality of formal and non-formal education for girls in LDCs, and on social impacts of development projects on women, have been instrumental in increasing the awareness, and shaping the thinking, of both DC and LDC development agencies, other researchers, and LDC-based planners and practitioners.

At the same time, the field practitioner is clamoring for knowledge seen as more user-oriented, which may take better account of dozens of daily variables which cannot in reality be held constant. Those working at grass-roots levels tend to look for manuals and guides that reflect their complex micro-realities. Their emphasis is on time-present and on contributing to immediate, incremental improvement of the lives of people they know intimately. They tend to describe their situations in pragmatic, problem-oriented ways, rarely using the conceptual lingo of a discipline or the "buzz-words" of changing political lexicons.

We have found, for example, that persons in LDCs with WID-related interests frequently do not label the interest as such when they are seeking information resources. They may speak of their work in teaching about nutrition or pig-raising, for example, but not think to mention that the target population consists primarily of women. Instead, they tend to provide us with more detailed information about their work and broad topical interests, than do inquirers in DCs, and request unnamed resources which the Non-Formal Education Information Center may think relevant and be able to provide.

What lessons can be learned from recognition of the different vantage points of researchers, and planners/programmers, of those working in DCs versus those in LDCs? First, we briefly focus on implications for the generation of knowledge concerning WID; second, on its applications, and third, on the potential role of a network in facilitating greater collaboration among researchers and practitioners. Finally, we suggest some ideas regarding functions of WID resource centers.

Concerning the generation of knowledge about WID, we have documented the growing attention to WID as a field of interest. Within the LDCs new knowledge on women in development is being generated based on field experiences and the gathering of base-line data. As yet this burgeoning literature has not been adequately summarized with respect to complex issues and themes. For this reason, we see a critical role to be played by researchers and information centers in seeking out "raw" and "fugitive" materials on women in development in order to make more complex summary statements on particular topics and groups.

At the same time, it seems incumbent on such centers and analysts, or on other intermediaries, to try to clarify the complexity of their WID knowledge summaries into simpler strands more immediately relevant to practitioners. We believe the concurrence of these two activities (i.e., macro-level knowledge building and its simplification for use by planners/programmers and for practitioners) is essential to furthering the field of WID. For, unless the knowledge being generated concerning WID is made practical, intelligible, and accessible to those who are engaged daily in its application, its value is surely diminished.

And we stress the importance not only of a two-way flow of communication for information exchange between researchers and both planners/programmers and practitioners, but also collaboration in the strengthening of WID as a field of both knowledge and practice. Herein lies a unique potential role for a network composed of development planners, practitioners, researchers, and others. Such a network can function to generate knowledge and to exchange information.

We have found many WID researchers in the Non-Formal Education Information Center network. We suspect this is so because not much material is readily available on the contemporary situations of women in developing countries, and the Center is one of a few places with extensive fugitive material from the LDCs. Since many researchers are trying to get beyond hypothesized "needs" of women and closer to "real world" data, a network facilitating awareness and acquisition of fugitive LDC sources can be instrumental to this end. Means can thus exist to get the documentation and assessments of people at local levels into a broader field of view. In addition, practitioners and the intended beneficiaries of WID projects can see that the questions essential to their lives are asked, and verify the assessments and contributions of those who would offer explanations and suggestions on their behalf.

While administrators comprise the largest single category of WID network correspondents (25%), we have said relatively little about them. This is because our analysis has stressed how the characteristics or behavior of different occupational types varies given their share of the network population. In the case of administrators we found throughout the study that their behavior approximates what would be expected in accounting for their share of the different kinds of requests and fields of interest identified. Further research may yield more insights on the reasons for this situation.

Finally, we callattention to the importance of providing for different information resource needs regarding women in development. Our data revealed an apparent dichotomy between the interests of WID researchers/evaluators, who showed a high interest in materials labeled as specific to WID and a low interest in materials on such areas as Health and income-generation, and the interests of planners/programmers and practitioners who evidenced a high interest in broad, sector materials and only "expected" interest in WID-specific materials.

We can ask whether researchers are on the forefront of the field of WID or lagging behind. But perhaps it is more significant to again emphasize the diversity of roles of those whose work concerns WID, and to try to foster greater integration between the necessarily broad, interrelated interests of those implementing human resource development programs and the topically specific, analytical interests of those making macro-summaries of knowledge about WID.

Our data findings suggest that if donor agencies wish to support the WID information resource needs of planners/programmers and practitioners, then more efforts will have to be mounted to respond to the diverse kinds of pragmatic inquiries which they are making. This seems to imply not only the commissioning of WID research studies, as essential as these are, but also the fostering and support of groups and persons serving in intermediary roles. These may include women's and other organizations, resource centers and networks, and individuals who can serve as conduits for rapid and effective communication among researchers and planners/programmers and practitioners. It seems especially critical that more support be based in the LDCs to strengthen the capacities of indigenous resource centers at the hubs of their own networks of development administrators, planners/programmers, practitioners, and researchers/evaluators.

The necessary commitment of time, personnel, and financial resources should not be minimized in such an undertaking. For, as we have observed from this study, the pressing WID information needs in the LDCs seem to be for pragmatic guides geared to all facets of human resource development, rather than for WID materials more strictly defined. The enrichment of a WID resource center with manuals and instructional materials which greatly simplify the more complex learnings of researchers must also be accompanied by the availability of those materials in locally accessible languages.

As a final consideration on providing for different WID information resource needs, we would point to groups not well-represented in our WID network. In addition to groups for whom English is not an accessible language, male development workers are not strongly represented. This may result from the greater likelihood that women are more culturally apt than men to be liaisons with poor women. On the other hand, given areas where such gender restriction would not apply, we might ask whether some WID materials are being regarded as too unidimensional (too exclusively focused on women or WID topics more narrowly conceived).

In conclusion, we express our hope that the findings here presented, together with our ideas and hunches about why these have been revealed, will serve to foster further studies on patterns of WID-related information requests. Equally important, we hope that this effort will contribute to a broader understanding of the diverse nature of WID resources sought by development specialists differentiated by location, nationality, and occupation.

APPENDICES

A. List of NFE Information Center Exchange Publications

Exchange Publications

The NFE Information Center makes a number of publications available to development planners and practitioners working on behalf of peoples in Africa, Asia, Latin America, and the Middle East. Development organizations in these areas may obtain copies of both in-print and out-of-print materials by mailing the attached order form to the NFE Information Center, Institute for International Studies in Education, College of Education, Michigan State University, East Lansing, Michigan 48824, USA. All others may order out-of-print materials through either the AID R & D Report Distribution Center, P.O. Box 353, Norfolk, Virginia 23501, USA *or* the Eric Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210, USA. Please contact those addresses for current prices. Listed here are the NFE publications of Michigan State University, with their corresponding A I D and Eric numbers directly below:

1. Toward a Strategy of International Interaction in Non-Formal Education, George H. Axinn, 130 p., 1974. OUT OF PRINT
AID #PN-AAB-033 ERIC #ED 100 771

2. Historical Perspectives on Non-Formal Education, Marvin Grandstaff, 180 p., 1974. OUT OF PRINT
AID #PN-AAB-029 ERIC #ED 100 773

3. Economics of Non-Formal Education, John M. Hunter, Michael E. Borus, and Abdul Mannan, 193 p., 1974.
AID #PN-AAB-027 ERIC #ED 100 770

4. Non-Formal Education in Ethiopia, Richard O. Niehoff and Bernard D. Wilder, 347 p., 1974. OUT OF PRINT
AID #PN-AAB-030 ERIC #ED 100 772

5. Alternatives in Education: A Summary View of Research and Analysis on the Concept of Non-Formal Education, Marvin Grandstaff, 82 p., 1974.
AID #PN-AAB-026 ERIC #ED 100 769

6. Case Studies in Non-Formal Education, Russell Kleis, 430 p., 1974. OUT OF PRINT
AID #PN-AAB-031 ERIC #ED 100 775

7. International Training Support for Non-Formal Education, Kenneth Neff, 34 p., 1974. OUT OF PRINT
AID #PN-AAB-032 ERIC #ED 103 309

8. Effective Learning in Non-Formal Education, Ted W. Ward and William A. Herzog, Jr., et al., 377 p., 1974. Full version OUT OF PRINT. (Abridgement available 215 p., 1977)
AID #PN-AAB-028 ERIC #ED 100 774

9. NFE And An Expanded Conception Of Development, Marvin Grandstaff, 59 p., 1974.
AID #PN-AAC-839 ERIC #ED 103 305

10. Non-Formal Education: The Definitional Problem, Russell Kleis, C. Lang, J. Mietus, F. Tiapula, Ted Ward and J. Dettoni, 46 p., 1974.
AID #PN-AAC-840 ERIC #ED 103 306

11. NFE and the Structure of Culture, George Axinn, William Kieffer and Marvin Grandstaff, 46 p., 1974. OUT OF PRINT
AID #PN-AAC-992 ERIC #ED 103 307

12. Non-Formal Education As An Alternative To Schooling, Cole Brembeck and Marvin Grandstaff, 25 p., 1974. OUT OF PRINT
AID #PN-AAC-841 ERIC #ED 103 308

13. Non-Formal Education In Ethiopia: Literacy Programs, Richard Niehoff and Bernard Wilder, 51 p., 1974. OUT OF PRINT
AID #PN-AAD-962 ERIC #ED 138 957

14. NFE in Ethiopia: The Modern Sector, Richard Niehoff and Bernard Wilder, 41 p., 1974. OUT OF PRINT
AID #PN-AAD-580 ERIC #ED 141 527

15. NFE: New Strategies for Developing an Old Resource: Conference Proceedings, Kenneth L. Neff, 38 p., 1974. OUT OF PRINT
AID #PN-AAD-456 ERIC #ED 100 776

16. Supplementary Paper No. 1: Alternatives For The Training Of Skilled Industrial Labor In Sao Paulo, Brazil, Michael Lukomski, 96 p., 1975. OUT OF PRINT
AID #PN-AAB-259 ERIC #ED 110 710

17. Supplementary Paper No. 2: Non-Formal Education Approaches To Teaching Literacy, John Oxenham, 16 p., 1975.
AID #PN-AAB-260 ERIC #ED 110 711

18. Supplementary Paper No. 3: The Economic Aspects of Non-Formal Education, M.A. Mannan 81 p., 1975. OUT OF PRINT
AID #PN-AAB-261 ERIC #ED 110 709

19. Supplementary Paper No. 4: Educational Alternatives In National Development: Suggestions For Policy Makers, Harry L. Case and Richard O. Niehoff, 64 p., 1976. OUT OF PRINT
AID #PN-AAB-947 ERIC #ED 122 140

20. Supplementary Paper No. 5: Non-Formal Education For Women In Bangladesh, Naseem Hoque, 64 p., 1976.
AID #PN-AAC-837 ERIC #ED 132 352

21. Supplementary Paper No. 6: Women, Families And Non-Formal Learning Programs, Beatrice Paolucci, Margaret Bubolz and Mary Rainey, 102 p., 1976. OUT OF PRINT
AID #PN-AAC-838 ERIC #ED 132 437

22. Supplementary Paper No. 7: Non-Formal Education And Rural Development, George H. Axinn and Nancy W. Axinn, 58 p., 1976. OUT OF PRINT
AID #PN-AAD-583 ERIC #ED 138 403

23. Non-Formal Education and the Rural Poor: Report of Conference and Workshop, Richard O. Niehoff, 248 p., 1977.
AID #PN-AAD-961 ERIC #ED 153 746

Occasional Papers

#1 - Formal Education, Non-Formal Education, and Expanded Conceptions of Development by Cole S. Brembeck.
#2 - New Patterns in Teaching and Learning: A Look at the People's Republic of China by Mary Kay Hobbs.
#3 - Roles of Change Agents in Development by Frances O'Gorman.
#4 - Drama in Development: Its Integration in Non-Formal Education by Frank A. Gerace and Gary Carkin.
#5 - Journals and Newsletters on Non-Formal Education and Development: A Select Annotated Bibliography compiled by Lynn C. Schlueter and Jim Fritz.

The NFE Exchange

1. February 1976 Newsletter. OUT OF PRINT.
2. April 1976 Newsletter. OUT OF PRINT.
3. June 1976 Newsletter. OUT OF PRINT.
4. November 1976 Newsletter and Conference Program. OUT OF PRINT.
5. NFE and the Rural Poor. January 1977. OUT OF PRINT.
6. NFE Information Center. March 1977. OUT OF PRINT.

7/8. NFE and Front Line Development Workers. May/-July 1977.
9/10. Mobilizing Youth for Development. Sept/Nov. 1977.

11. Skills Training Program for Adults. 1978/#1.
12. NFE and Entertainment. 1978/2.
13. Women in Development. 1978/3.
14. Training for Development. 1978/4.
15. New Roles for Health Workers. 1979/1.
16. Generating Income Through Group Action. 1979/2.
17. Literacy Programs. 1979/3.

B. Coding Instrument

Last Name

First Name

Sex

I.D. #

City

Country

LDC/LDC

LDC/DC

DC/LDC

DC/DC

I. Evidence of interest in WID :

II

Name of Organization(s)

Work of Organization:

III.

Title of Correspondent

Work of Correspondent:

IV. WID resources/services specifically requested:

Pub.	Mo/yr
#20	
#21	
X13	
A	
B	
C	
D	
E	
F	

Mo/yr

V. Non-WID resources/services specifically requested:

Mo/yr

Last Name First Name I.D.#

VI. Comments on intended use or expected usefulness of materials/services not yet received by correspondent:

VII. Comments on use of or usefulness of materials/services already received:

VIII. WID Resources/Services contributed by Correspondent:

IX. Non-WID Resources/Services contributed by Correspondent:

X. Indications of WID Networking: LDC/LDC LDC/DC DC/LDC DC/DC

A. How did correspondent first hear about NFE Center?

B. Has correspondent made any referals?

C. Have there been any in-person contacts between Center and correspondent?

D. Has Center offered services not specifically requested?

E. Are there other indications of networking?

LAST NAME ____________ FIRST NAME ____________ ID # ____________

XI. Other comments regarding WID: ____________

XII. Project Descriptions available? Yes______ No______ (If yes, attach as annex)

XIII. General notes or comments regarding file, inferences to be drawn, etc.

XIV. Record of Center/Correspondent Contacts: LDC/LDC LDC/DC DC/LDC DC/DC

A. Number of correspondent contacts by month and year:

1978	jan	feb	mar	apr	may	jun	jul	aug	sep	oct	nov	dec	Total	Total/WID
1978														
1979														
1980														

X = any correspondent contact by letter, phone, or in-person.

⊠ = those contacts which were specifically WID related.

B. Total number of Center letters or phone calls documented in file: ____________

C. Codebook

CODEBOOK

WID CORRESPONDENT FILES 2/81

VARIABLE NUMBER	COLUMN NUMBERS	FIELD WIDTH	DESCRIPTION OF VARIABLE	DESCRIPTOR NAME	ACCEPTABLE CODE
1	1-3	3	Correspondents I.D. Number	IDENT	001-359
2	4	1	Card Number	CARD NO	1
3	5	1	Sex	SEX	1-3
			1 - Male	MALE	
			2 - Female	FEMALE	
			3 - Unknown	UNKNOWN	
4	6-8	3	Country Code List (see special country code listing)	COUNTRY	110-999
5	9	1	National Origin of Correspondent	NATOR	1-3
			1 - LDC	LDC	
			2 - DC	DC	
			3 - UNK	UNK	
6	10	1	Geographic Placement of Correspondent	GEOGOR	1-3
			1 - LDC	LDC	
			2 - DC	DC	
			3 - UNK	UNK	
7	11-12	2	Type of Organization	TYPE ORG	1-10
			1 - Non-governmental organization	NGO	
			2 - Research Institution	RESINS	
			3 - University	UNIV	
			4 - Other Learning Training Institution	LNTNINST	
			5 - Bilateral Development Agency	BILAT	

(cont.)

VARIABLE NUMBER	COLUMN NUMBERS	FIELD WIDTH	DESCRIPTION OF VARIABLE	DESCRIPTOR NAME	ACCEPTABLE CODE
			6 - Multilateral Development Agency	MULAT	
			7 - Women's Organization	WMORG	
			8 - Government - LDC	GLDC	
			9 - Government - DC (other than Bilat/Multilat)	GDC	
			10 - Other/Unknown	OTHER	
8	13	1	Sponsorship	SPONS	1-7
			1 - AID-affiliated	AID	
			2 - UN-affiliated	UN	
			3 - LDC government	LDC	
			4 - DC government	DC	
			5 - Religious	RELG	
			6 - Foundation	FDN	
			7 - University	UNIV	
			8 - Multilateral agency	MULAT	
			9 - Unknown or other	UNK	
9	14	1	Correspondent's Work	WORK	1-7
			1 - Administrator	ADMN	
			2 - Planner/Program Designer	PLAN	
			3 - Professor/Formal Educator	PROF	
			4 - Practitioner/Non-Formal Educator	PRAC	
			5 - Researcher/Evaluator	RES/EV	
			6 - Documentalist/Librarian	DOC	
			7 - Other/Unknown	OTHER	
10	15	1	Important Info in Comments Category	COMMENT	1-4
			1 - Yes, in VI	VI	
			2 - Yes, in VII	VII	
			3 - Yes, in both	BOTH	
			4 - General Comment (acknowledgement)	ACK	

VARIABLE NUMBER	COLUMN NUMBERS	FIELD WIDTH	DESCRIPTION OF VARIABLE	DESCRIPTOR NAME	ACCEPTABLE CODE
11	16	1	Interesting Networking Case	INTNET	0-1
			0 = No		
			1 = Yes		
12	17	1	Nature of First Contact with Center	FIRSTCON	1-7
			1 - Referred	REF	
			2 - Saw Center Pub	CENPUB	
			3 - Saw Center Mentioned in non-Center Pub	NOCENPUB	
			4 - Contacted by Center	CENCONT	
			5 - Heard of Center at workshop, conference, etc.	WKSP/CON	
			6 - Former/Present MSU faculty/staff/student	MSU	
			7 - Unknown	UNK	
13	18	1	Referred by	REFBY	1-3
			1 - Male	M	
			2 - Female	F	
			3 - Unknown	UNK	
14	19	1	Referred by individual who is	BYIND	1-3
			1 - LDC	LDC	
			2 - DC	DC	
			3 - Unknown	UNK	
15	20	1	Referred by individual residing in	INDRES	1-3
			1 - LDC	LDC	
			2 - DC	DC	
			3 - Unknown	UNK	

VARIABLE NUMBER	COLUMN NUMBERS	FIELD WIDTH	DESCRIPTION OF VARIABLE	DESCRIPTOR NAME	ACCEPTABLE CODE
16	21	1	Number of Referrals Made by Correspondent	CORRES	1-3
			1 - one referral	ONEREF	
			2 - two-five referrals	TWOFVREF	
			3 - more than five referrals	MOFVREF	
17	22	1	Sex of first referral	SEXREF	1-3
			1 - Male	M	
			2 - Female	F	
			3 - Unknown	UNK	
18	23	1	Nationality of first referral	NATREF	1-3
			1 - LDC	LDC	
			2 - DC	DC	
			3 - Unknown	UNK	
19	24	1	Country of first referral	COUNTREF	1-3
			1 - LDC	LDC	
			2 - DC	DC	
			3 - Unknown	UNK	
20	25	1	Personal contact with Center	PERSCON	0-1
			0 = No	NO	
			1 = Yes	YES	
21	26	1	Visits to Center	VISCEN	0-1
			0 = No	NO	
			1 = Yes	YES	
22	27	1	Contact at conference, workshop at MSU	CONMSU	0-1
			0 = No	NO	
			1 = Yes	YES	
23	28	1	Contact at conference, workshop, seminar in USA	CONUSA	0-1
			0 = No	NO	
			1 = Yes	YES	

VARIABLE NUMBER	COLUMN NUMBERS	FIELD WIDTH	DESCRIPTION OF VARIBALE	DESCRIPTOR NAME	ACCEPTABLE CODE
24	29	1	Contact at conference, workshop, seminar outside USA	CONOUTUS	0-1
			0 = No	NO	
			1 = Yes	YES	
25	30	1	Useful information here not otherwise classified	USEINFO	0-1
			0 = No	NO	
			1 = Yes	YES	
26	31	1	Useful information in XI - XIII	XI-XIII	0-1
			0 = No	NO	
			1 = Yes	YES	
27	32-33	2	Month entered network	MOENNET	1-31
			01 Dec 1980		
			02 Nov 1980		
			03 Oct 1980		
			04 Sep 1980		
			05 Aug 1980		
			06 Jul 1980		
			07 Jun 1980		
			08 May 1980		
			09 Apr 1980		
			10 Mar 1980		
			11 Feb 1980		
			12 Jan 1980		
			13 Dec 1979		
			14 Nov 1979		
			15 Oct 1979		
			16 Sep 1979		
			17 Aug 1979		
			18 Jul 1979		
			19 Jun 1979		
			20 May 1979		
			21 Apr 1979		
			22 Mar 1979		
			23 Feb 1979		
			24 Jan 1979		
			25 Dec 1978		
			26 Nov 1978		
			27 Oct 1978		
			28 Sep 1978		
			29 Aug 1978		
			30 Jul 1978		
			31 Before July 1978		

VARIABLE NUMBER	COLUMN NUMBERS	FIELD WIDTH	DESCRIPTION OF VARIABLE	DESCRIPTOR NAME	ACCEPTABLE CODE
28	34-35	2	Month entered WID network 01 Dec 1980 02 Nov 1980 03 Oct 1980 04 Sep 1980 05 Aug 1980 06 Jul 1980 07 Jun 1980 08 May 1980 09 Apr 1980 10 Mar 1980 11 Feb 1980 12 Jan 1980 13 Dec 1979 14 Nov 1979 15 Oct 1979 16 Sep 1979 17 Aug 1979 18 Jul 1979 19 Jun 1979 20 May 1979 21 Apr 1979 22 Mar 1979 23 Feb 1979 24 Jan 1979 25 Dec 1978 26 Nov 1978 27 Oct 1978 28 Sep 1978 29 Aug 1978 30 Jul 1978 31 Before July 1978	MOWIDNET	1-31
29	36-37	2	Month of last correspondence 01 Dec 1980 02 Nov 1980 03 Oct 1980 04 Sep 1980 05 Aug 1980 06 Jul 1980 07 Jun 1980 08 May 1980 09 Apr 1980 10 Mar 1980 11 Feb 1980 12 Jan 1980 13 Dec 1979 14 Nov 1979 15 Sep 1979 16 Oct 1979 17 Aug 1979 18 Jul 1979 19 Jun 1979 20 May 1979 21 Apr 1979 22 Mar 1979 23 Feb 1979 24 Jan 1979 25 Dec 1978 26 Nov 1978 27 Oct 1978 28 Sep 1978 29 Aug 1978 30 Jul 1978	MOLSTCOR	1-30

VARIABLE NUMBER	COLUMN NUMBERS	FIELD WIDTH	DESCRIPTION OF VARIABLE	DESCRIPTOR NAME	ACCEPTABLE CODE
30	38-39	2	Total number of contacts initiated by correspondent 1 - one contact . . . 20 - twenty contacts	TOTCONS	1-20
31	40-41	2	Total number of WID contacts initiated by correspondent 1 - one contact . . . 20 - twenty contacts	WIDCONS	1-20
32	42-43	2	Total number of center initiated contacts with correspondents 1 - one contact . . . 20 - twenty contacts	CENTCONS	1-20
1	81-83	3	Correspondent I.D. number	IDENT	001-359
2	84	1	Card number	CARD NO	2
			Total requests for:		
33	85	1	Center WID Pubs (20, 21, Lun, Wil, Zeid, Meh)	WID PUBS	1-6

VARIABLE NUMBER	COLUMN NUMBERS	FIELD WIDTH	DESCRIPTION OF VARIABLE	DESCRIPTOR NAME	ACCEPTABLE CODE
34	86	1	Number 13 0 = No 1 = Yes	N13	1-6
35	87	1	Non-Center WID Pubs (those in Lib or Exchange)	NCWPUB	1-9
36	88	1	B WID Bibs (contain word "women" in the title)	WIDBIB	1-9
37	89-90	2	Total requests for Center's Non-WID Pubs 1 = one request . . . 30 = thirty requests	NWCPUB	1-30
38	91	1	Multiple copies of WID Pubs requested 0 = No 1 = Yes	MULTWID	0-1
39	92	1	Services requested: Info about Center services 0 = No 1 = Yes	CENSER	0-1
40	93	1	Services requested: Info about MSU programs 0 = No 1 = Yes	MSUPROG	0-1

VARIABLE NUMBER	COLUMN NUMBERS	FIELD WIDTH	DESCRIPTION OF VARIABLE	DESCRIPTOR NAME	ACCEPTABLE CODE
41	94	1	Services requested: Info about sponsoring Agencies (Scholarships, projects, etc.) 0 = No 1 = Yes	SPONAG	0-1
42	95	1	Services requested: Info about other members in network (names, organizations, etc.) 0 = No 1 = Yes	MEMNET	0-1
43	96	1	Info about WID employment/request Advert. jobs 0 = No 1 = Yes	WIDWORK	0-1
44	97	1	Info about bibliographic materials 0 = No 1 = Yes	BIBMAT	0-1
45	98	1	Non-Center Pubs requested by name 0 = No 1 = Yes	NCPUBS	0-1
46	99	1	Topical requests (No title specified, info on health, info on WID, etc. 0 = No 1 = Yes	TOPREQ	0-1

VARIABLE NUMBER	COLUMN NUMBERS	FIELD WIDTH	DESCRIPTION OF VARIABLE	DESCRIPTOR NAME	ACCEPTABLE CODE
47	100	1	Quotable quote available 0 = No 1 = Yes	QUCQUO	0-1
48	101	1	Substantive Field: Income Generation (Management training, accounting, skills development, marketing, co-ops, handicrafts 0 = No 1 = Yes	INCGEN	0-1
49	102	1	Subfield: Education (NFE, literacy, grad studies, pre-school, radio, games) 0 = No 1 = Yes	EDUCA	0-1
50	103	1	Agriculture (crops, gardening) 0 = No 1 = Yes	AGRI	0-1
51	104	1	Health (Nutrition, family planning, population) 0 = No 1 = Yes	HEALTH	0-1
52	105	1	Appropriate Technology 0 = No 1 = Yes	APTECH	0-1

VARIABLE NUMBER	COLUMN NUMBERS	FIELD WIDTH	DESCRIPTION OF VARIABLE	DESCRIPTOR NAME	ACCEPTABLE CODE
53	106	1	Women's Studies (Status/Role of women, women and family, etc.) (Home ec, Hum/Eco) 0 = No 1 = Yes	WMSTUD	0-1
54	107	1	Community Development (Specified as such) 0 = No 1 = Yes	CD	0-1
55	108	1	Women in Development (Request which specifically says "I am interested in Women in Development", uses "buzz word", or indicates efforts to work with women as target group) 0 = No 1 = Yes	WID	0-1
			Resources/Services Contributed:		
56	109	1	Contributed WID Resources/Services 0 = No 1 = Yes	WIDCON	0-1
57	110	1	Contributed Non-WID Resources/Services 0 = No 1 = Yes	NWIDCON	0-1

VARIABLE NUMBER	COLUMN NUMBERS	FIELD WIDTH	DESCRIPTION OF VARIABLE	DESCRIPTOR NAME	ACCEPTABLE CODE
58	111	1	Quotable Quotes/Project Description 0 = No 1 = Yes	QQCON	0-1
			Evidence of Interest in WID		
59	112	1	Working in development activities with or on behalf of LDC women (PCV at women's center; Head, women's union) 0 = No 1 = Yes	WKWWM	0-1
60	113	1	Seeking or supplying WID employment info 0 = No 1 = Yes	EMPINFO	0-1
61	114	1	Attended/Invited to WID conf., workshop, etc.) 0 = No 1 = Yes	WIDCONF	0-1
62	115	1	Title and/or Correspondent indictaes work with women 0 = No 1 = Yes	TITORG	0-1

VARIABLE NUMBER	COLUMN NUMBERS	FIELD WIDTH	DESCRIPTION OF VARIABLE	DESCRIPTOR NAME	ACCEPTABLE CODE
63	116	1	Teaching and/or Research on WID topics 0 = No 1 = Yes	TEACHRES	0-1
64	117	1	Request for WID pubs only 0 = No 1 = Yes	RWDPUBD	0-1
65	118	1	Request for WID pubs and other pubs 0 = No 1 = Yes	WIDOTHP	0-1
66	119	1	Comments about WM/WID in correspondence 0 = No 1 = Yes	WIDCOM	0-1
67	120	1	Supplied Center with WID pubs 0 = No 1 = Yes	SUPWPUB	0-1
68	121	1	Made a WID referral 0 = No 1 = Yes	WIDREF	0-1

D. Biodata of the Research Team

Project Research Staff

Joan M. Claffey is director of the Non-Formal Education Information Center and an instructor with the Institute for International Studies in Education. She is currently coordinating an AID-sponsored project to establish and strengthen non-formal education/women in development resource centers in Africa, Asia, and Latin America. She has lived in Latin America and Europe while directing intercultural education and training programs, and is conducting research on transnational networking and knowledge flow.

Valerie Auserehl Kelly lived in Central and West Africa from 1969 to 1980 and is presently working on a Master's degree at Michigan State University in agricultural economics. She has been involved in a variety of development activities in Zaire, Mali, and Senegal working with such organizations as USAID, the American Friends Service Committee, the Malian Ministry of Rural Development, and the Malian Family Planning Association. She has particular interests in income generation activities for women and was involved in a number of such projects in Mali and Senegal between 1975 and 1980.

Ruth Scott is a doctoral student in cultural anthropology at Michigan State University. She has research interests in indigenous medical practices and social change and development, and has done field work in Central Mexico and highland Peru.

Emily Winter Gladhart has worked extensively in Ecuador with income-generating projects for rural, artisan women. She recently returned to Ecuador after twelve years to evaluate these projects. Her M.A. thesis documents how schooling at all levels has encouraged cooperation among villagers in Mira, Ecuador to participate in a variety of activities that have contributed to their communitity's development.

Mary Joy Pigozzi is Assistant Director of the Non-Formal Education Information Center and an Assistant Instructor in the Institute for International Studies in Education. She spent most of her life in Botswana. She has been involved in a number of non-formal education activities in the United States and Africa. Mary has published in the area of women in development and is particularly interested in education and training as they relate to women's productive activities in Africa, Asia and Latin America.

Ruth Hill Useem is a professor of Sociology and Education at Michigan State University. She is interested in the scientific communities of developing countries, especially women's participation in these communities. Related to this is an interest in the international exhchange of persons. Dr. Useem has done extensive field research in India and the Philippines.